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ABSTRACT

A reading ability test is described in terms of its purpose, its outline, its reliability, and judgments about the relevance of its content. Copies of the two forms of the test and the answer key are appended. A review of some of the literature on literacy indicates the difficulty of reaching consensus in its definition or in the setting of standards. The development of the instrument is described. The specifications outline consists of the following seven subtest areas: (1) comprehends the main idea in news articles; (2) comprehends safety warnings; (3) comprehends graphic illustrations; (4) comprehends technical documents; (5) comprehends information and instructions presented on forms and applications; (6) comprehends consumer appeals in advertisements; and (7) uses reference tools. Test and subtest reliabilities are computed by alternate-form, test-retest, and another procedure which is called a decision-consistency approach. Tables are presented showing means, standard deviations, and various reliability coefficients for subtests and the total score. Other tables show the results of judgments about test content and reading competencies.
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THE FUNDAMENTAL READING COMPETENCIES TEST

1. Supporting Technical Information
2. Forms A and B of the Test (photo-reduced copies of original)
3. Test Specifications for each Subtest

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INTRODUCTION AND REVIEW OF THE LITERATURE

It has been well established that every year many young Americans graduate from high school unable to read well enough to function adequately in everyday life. It is not simply that these young people cannot read a great novel in depth, they cannot cope adequately with reading materials frequently encountered in day-to-day living. To merely acknowledge that this serious problem exists is simple. To determine the extent of the problem and what can be done to remedy it is more difficult (Gadway, 1975).

One attempt to remedy the problem is the current movement toward minimal competency testing. During the past few years an increasing number of state legislatures and boards of education have enacted programs requiring students to pass minimum competency tests as a requirement for high school graduation. While generally acknowledged as a means for schools to create more defensible standards for high school graduation, and thereby providing some assurance that youngsters receiving the diploma will be able to function effectively in everyday life, implementation of the law presents schools with some complex issues. Foremost among them, with respect to reading, are the ques-

tions: "What are the knowledges and skills that will enable an individual to meet the reading requirements necessary for effective functioning in society?" and "What, precisely, constitutes functional literacy?"

Answers to these questions are essential. It is not possible to focus an instructional effort, that is, one that will remediate the problem, when the dimensions of the problem are not clearly defined. Unfortunately, existing conceptions and definitions of functional reading (or, as it is frequently referred to, functional literacy) do not provide the clarity essential to answering such questions.

First, it should be noted that the term "literate" has no universally accepted definition. It has been used to refer to varying degrees of proficiency with print ranging from the formation of a personal signature to the interpretation of a written passage; or it may reflect no proficiency at all, representing nothing more than a specified number of time spent in a building called "school" (Hillerich, 1976).

Bormuth (1973-74) defines literacy as the ability to respond competently to real-world tasks. A literate person, then, is one who can get the information he needs from the materials he needs to read.

The definition developed by the Right to Read Advisory Council (1973), while more comprehensive than

Bormuth's, is equally imprecise: "A literate person is one who has acquired the essential knowledge and skills in reading, writing, and computation required for effective functioning in society, and whose attainment in such skills makes it possible for him to develop new aptitudes and to participate actively in the life of his times" (Ahmann, 1975).

The UNESCO definition, very similar to that of the Right to Read Advisory Council, states that a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development and for participation in the life of his country (Ahmann, 1975).

Sticht (1972) defined functional literacy as "possession of those literary skills needed to successfully perform some reading task imposed by an external agent between the reader and a goal the reader wishes to obtain." In other words, one must be able to read something successfully in order to get a job to earn money to eat in order to survive. If a person had the reading skills sufficient to perform his job, he would be considered functionally literate. Functional literacy, according to Sticht's

definition, is not based upon a person's skill level, but on the specific task demand or difficulty of the reading task. If functional literacy is regarded in relation to the basic skills needed to maintain one's job, Sticht's (1972) research gives some insights. Project REALISTIC had as its primary objective to provide information concerning demands for reading, listening, and arithmetic in several major military occupational specialties. Sticht concluded that different jobs require different reading levels, e.g., a cook needed to read at a seventh-grade level, a repairman at an eighth-grade level, and a supply clerk at a ninth-grade level.

Sharon (1973-74) states that a literate person has been generally defined as one who can both read and write simple statements with understanding in his everyday life. During World War II, the U.S. Army coined the term "functional literacy," which meant the capability of understanding written instructions necessary for conducting basic military functions and tasks. The U.S. Army considered a serviceman reading at the fifth-grade level capable of functioning effectively in his group.

Another way of defining literacy has been in relation to the number of completed years in school. UNESCO experts have contended that four years of primary schooling are the minimum requisite for attaining literacy. The Bureau of the Census attempts to assess the literacy of the

population by tabulating the number of people 14 years of age or over who have not completed six years of school. This constitutes the criterion for what is called functional literacy (Bormuth, 1973-74).

Obviously, defining literacy in terms of years in school has an advantage: it is easy to assess. Unfortunately, it also has little validity from any viewpoint (Hillerich, 1976). If years in school is taken to represent some degree of skill attainment, this assumption is invalid. Grade levels tend to reflect age more than they do achievement. An individual in fifth grade, for example, may be reading at a pre-primer level or at a college level. This point was documented in a study by Harman (1970) where 95.4 percent of the subjects were literate in that they had completed grade five; but on the basis of a reading achievement test, 50.7 percent were functionally illiterate. If a specific grade level is designated in the belief that it assures adult reading success, it is based on an unproven assumption.

Others have tried to get around this problem by using, in some way, a person's achievement grade level instead of the years he has spent in school. This is a number found by giving a reading test to students who are in various grades in school, say at the 5.2 grade level. Their mean test scores are calculated, and thereafter students who get a score equal to the mean of this group

are assigned to a grade level at which, on the average, students are able to answer that number of questions on that test (Bormuth, 1973-74). However, it is difficult to tell what these grade level scores mean. It is not clear how this level of performance would relate to any other possible literacy tasks. While it could be argued that, with young children, general reading ability that can be applied to a broad range of tasks is most important to consider, with adults, however, it is more important to consider whether they can perform particular sets of life-work related literacy tasks (Nafziger, 1975). A grade-level score does not provide us with any information on just what kinds of real-world tasks a person can perform competently.

These definitions obviously fail to settle the issues of what is literacy and what is satisfactory literacy. They do not provide a clear and meaningful conception of the specific reading abilities essential for meeting the requirements of adult living. As such, they are virtually useless in helping settle the issue of what basic reading skills high school students should be required to demonstrate in order to receive the diploma. And, further, they obviously fail to provide guidance to anyone concerned with measurement.

The vast majority of measures currently used are also problematic in that they do not pinpoint the kinds of

reading difficulties encountered. The lack of specificity makes it most difficult to focus a remedial effort where it will do the most good. The measurement problem, DeCrow (1972) points out, is due in large part to definitional problems which, in turn, stem from the fact that none of us has systematically thought through or studied the kinds and degrees of reading ability actually needed for effective participation in the post-industrial society of the 1970's and coming decades.

New efforts, however, indicate a move toward establishing greater precision in definition and measurement of functional literacy. The focus of several recent projects has been on obtaining a more precise definition of functional reading. Two basic approaches appear to have been used by the projects: (1) collation of expert opinion, i.e., developing a consensus on adult reading needs from the views and experience of subject experts, educators and concerned laymen; and (2) closer empirical study of what adults actually do read for varying purposes and in various life contexts.

The first approach--to develop a broader conception of reading tasks through some form of consensus among experts and thoughtful people--is exemplified in the National Assessment of Educational Progress, the Adult Performance Level Study (Northcutt, 1975), and to a somewhat lesser extent, the Harris studies of "survival literacy"

(1970, 1971).

The national sample studies of adult reading skills by Louis Harris and Associates, sponsored by the National Reading Center (1970, 1971), pioneered the effort to devise real-life related adult reading objectives and measurements. They covered, however, only some of the essential reading skills required by adults (e.g., reading newspaper ads, telephone dialing instructions, Medicare application forms, etc.). For this they have been criticized on the basis that the study used too limited a class of sample items (five facsimile forms to be completed). In addition, the study has been criticized on the basis that the facsimiles were not equivalent in difficulty to the original forms. In spite of such criticism, the Harris studies represent one of the first attempts to focus specifically on the kinds of reading tasks American adults can and cannot perform. Data of this nature can serve to provide guidance to school districts in determining the instructional objectives of their reading programs.

The National Assessment of Educational Progress (NAEP, 1972, 1974), in conducting its studies, uses panels of scholars, educators and concerned lay people to help in establishing the broad objectives believed suited to the age groups 9, 13, and 17 (in-school and out-of-school) and 26-35. More specific objectives are then refined by the same process. Assessment exercises are developed for each

objective, and after tryout, revision and selection are packaged for administration. The adult exercises are given to a national probability sample by means of a household survey, in which a trained interviewer obtains information from 26-35 year olds located by a listing and screening of sample households. The main objectives in reading (1972) were:

- Comprehend what is read
- Analyze what is read
- Use what is read
- Reason logically from what is read
- Make judgments concerning what is read
- Have attitudes about and interest in reading

For each of these topics there are related exercises. Analysis of the data provides much more precision than before with respect to where the reading problems are. In this way, particular areas of disability can be isolated for a focused effort toward remediation.

The Adult Performance Level Study (Northcutt, 1975) represents another effort to move away from traditional academic definitions of literacy in terms of grade level to descriptions of adult life skills and requirements. Using the term "functional competence," the Adult Performance Level project developed a research process which identified competencies which are deemed important to successful functioning in society. Using an assessment method which stems from viewing functional competence as a function of individual capabilities and societal require-

ments, the APL project yielded data which suggest that, contrary to popular belief, many adults do not have that basic education for living which is indicated for even minimal levels of success.

The second basic approach to new definitions and measurements of adult reading abilities is exemplified by the Educational Testing Service (ETS) project (Sharon, 1972). The ETS project had two main purposes: (1) to examine more systematically the actual everyday reading behaviors of American adults and (2) to relate reading tasks and skills to measures of socioeconomic status. While many studies of reading behavior already exist, they have typically focused on "what." The ETS study, however, tried to get a more penetrating view of "how much," "how often," "why," "by whom," and especially "how important." To this end, a survey of the reading habits of a national sample of 5,067 adults, age 16 or older, was conducted. The results indicate that reading is a ubiquitous activity of American adults. A substantial portion of the waking hours of many persons is spent reading, frequently during daily activities--such as working; shopping; attending school, church, or theater; and traveling or commuting--and during recreational or free-time activities. One of the findings of the study indicated that the most common type of reading on a typical day is newspaper reading, with more than seven out of ten readers reporting having read or

looked at a newspaper for an average of 35 minutes. Another finding of the study indicated that about four out of ten people read magazines for an average of 33 minutes a day. Other findings indicated that approximately one-third of all adults read books, read while at work, and read while shopping. The most frequent reason given for reading the various newspaper parts is the desire to obtain general information (e.g., to find out what's going on). This is followed by the need for specific information (e.g., to see what new jobs are available, to see what they have in clothes and new styles, to learn new recipes).

While providing insight into the kinds of materials most frequently read by adults, such data must be interpreted with care. Verification of information provided by respondents is necessary (there exists the possibility of respondents giving socially desirable responses). More important, however, it must be recognized that the frequency with which a reading task is encountered is not necessarily a valid indicator of the importance of the task. The fallacy inherent in using frequency data alone as the criterion for determining importance (and, hence, selection of the kinds of reading activities to include in an instructional program) is that some tasks, such as reading the fine print in a sales contract or a sign saying "High Voltage" may appear so rarely that they would be excluded by this criterion but have consequences so critical that

they cannot be ignored.

Choosing Tasks to be Measured

The first component of a literacy definition is a set of statements describing the kinds of behaviors a person must be able to exhibit in order to be classified as literate (i.e., able to meet the reading requirements of common, everyday living). Pertinent to this are considerations of (a) the range of behaviors that must be considered, even if not all will be included, whenever a definition of literacy is formulated; (b) the need to limit the range of behaviors included in a particular definition intended for practical use; and (c) some of the major measurement problems involved in designing tests to assess individuals' functional reading competencies (Bormuth, 1973-74).

Bormuth pointed out that literacy, in the broadest sense of the word, is the ability to exhibit all of the behaviors a person needs in order to respond appropriately to all possible reading tasks. However, it is unlikely that a definition of literacy that specified all of these behaviors would have much utility. One convenient and often necessary way to limit the definition is by including in it only some of the behaviors normally regarded as literacy behaviors. This, however, must be done with considerable care in order to avoid serious mistakes. If certain psychological considerations are ignored, the

definition may be limited in appearance only when in fact it may implicitly commit a program to an impossibly large task. On the other hand, if the definition is too limited or includes only socially trivial behaviors, the program may fail to win either the financial, scientific, or public support necessary for success. Hence the matter of selecting behaviors to include in a definition deserves careful examination.

Several criteria seem relevant to making decisions about whether to include or exclude a corpus of reading tasks: (1) degree of importance, (2) transferability within domain, (3) terminality, (4) ease of scorability, and (5) amenability to instruction (Popham, 1974).

Degree of importance. The reading behaviors (objectives) selected should be the most widely accepted as important by those in the field (e.g., by reading experts as well as by those individuals who will be affected by the selections made).

Transferability within domain. The form of learner behavior selected should be the most generalizable of those represented in the content general domain. In making such a selection it is important to consider the entire range of learner behaviors with which we are concerned.

Terminality. If there is a degree of possible hierarchy present in the contending types of learner behaviors under consideration, such that some are considered

precursive or en route to others, the chosen specific objectives should represent the most terminal learner behavior.

Ease of scorability. In an effort to produce tests which have considerable practical utility, learner behaviors should be selected, other factors being equal, that can be easily scored by those who must employ them.

Amenability to instruction. The behaviors (objectives) selected should be those that have a reasonable chance of being achieved within the cost and time constraints of the program.

While it is suggested that these criteria be employed in making decisions regarding which objectives to select, Popham (1974) points out that no handy scheme is available for mechanical translation into decisions. Test constructors, therefore, will have to be self-consciously attentive to each of the points.

In summary, it has been shown that in examining the concept of literacy, several aspects must be considered. First, it is essential not to confuse the inability to read at all with functional illiteracy. Persons who can read to some degree may not be able to read well enough to function effectively in their particular occupation, their community, or society and are considered functionally illiterate. It is very likely that the number of functional illiterates is greater than that of nonreaders.

Second, in order to focus an instructional effort toward ensuring that high school graduates can effectively meet the adult reading requirements of day-to-day living, it is essential to have an understanding of what reading competencies are required of adults in normal everyday life.

And third, in order for a definition of literacy to have maximum utility, it must limit itself in scope to include only the most widely accepted as important behaviors by those in the field, that is, reading experts as well as those individuals who will be affected by the selections made.

DEVELOPMENT OF THE INSTRUMENT

Identification and Selection of Competencies

Several preliminary decisions must typically be made before construction of a test can begin. One such decision involves determining which competencies should become the basis for the test. While this is a dilemma common to test writers, the issue becomes increasingly complex when the competencies in question are concerned with functional reading skills.

One reason for this is that the expression "functional literacy" has taken on numerous meanings. A search of the literature failed to reveal a clear-cut, generally agreed upon definition of the expression. In fact, there appears to be a general vagueness as to what actually constitutes functional literacy. This obviously creates difficulty in determining which competencies should become the basis for the test. Further difficulties are typically encountered when attempting to select the tasks with which to assess functional literacy since differences in the way functional literacy is defined ultimately influence the nature of the tasks selected.

It became apparent that in order to determine which (tentative) competencies should become the basis for the test, it would first be necessary to (1) establish a common understanding (definition) of the concept of functional literacy and (2) identify the reading tasks typically encountered by adults in normal everyday living. As a first step in this direction, the following definition of functional literacy was adopted:

> Functional literacy refers to the ability to extract needed information from printed materials commonly encountered by adults in day-to-day living in contemporary society.

The second step, identifying the reading tasks typically encountered by adults in daily living, necessitated an extensive literature search. In addition, extant collections of objectives in functional literacy were examined in order to learn how others working in this area conceptualized the components of functional literacy. The search resulted in the compilation of an extensive list of reading tasks representative of those typically encountered by adults in contemporary society. Support for the inclusion of various reading tasks came from research data regarding adult reading skills (Harris, 1970, 1971; Northcutt, 1975), data on the reading activities of American adults (Sharon, 1972), extant collections of objectives in functional reading (Instructional Objectives Exchange), operationalized definitions of functional literacy provided

by the United States Office of Education and the National Assessment of Educational Progress, as well as the reading competency requirements of other states.

These reading tasks were then classified according to general categories of reading content (e.g., consumer documents, safety warnings, etc.) each requiring a certain set of skills. Each category was then translated into a descriptive statement representing a particular competency associated with functional literary.

Determining the Quality of the Competencies

Although the formulation of the competencies was based on an extensive review of the literature and research in the area of functional literacy, it was still considered essential that input be obtained from various sources in order to verify the quality of the competencies. Concern over the quality of the competencies was expressed by Scriven (1967), whose contention it is that if ". . . the goals aren't worth achieving, then it is uninteresting how well they are achieved."

For this reason, the functional reading competencies were submitted to a group of independent reviewers considered to be experts in the field of reading and/or education. The group consisted of the following:

Professor of Education (Reading),
Occidental College, Los Angeles, California

Associate Professor of Education (Reading), California State University, Northridge

Associate Professor of Education (Secondary Reading), California State University, Northridge

Associate Professor of Education (Reading), Rutgers University, New Jersey

Assistant Deputy Commissioner, New Jersey State Department of Education

Program Analyst, East Windsor Regional School District, New Jersey

Executive Editor, Goodyear Publishing Company, Los Angeles, California

These individuals were asked to assess the competencies with special attention given to comprehensiveness and relevance. A letter explaining the purpose of the task, instructions for completing the questionnaire, and the list of reading competencies were sent to each reviewer (see Appendix A).

By comprehensiveness, the primary factor to be considered was the extent to which the competencies encompassed all the reading tasks typically encountered in daily life by the majority of adults. The reviewers were asked to augment the list if omissions were noted. The determination of relevance focused upon the degree to which the competencies were deemed necessary to enable an individual to meet the reading requirements encountered in day-to-day living. In addition, the reviewers were asked to rank the competencies with respect to their importance in enabling individuals to meet the reading requirements of common day-

to-day living. The average ranking for each competency is presented in Table 1.

Responses to the questionnaire supported the selection of competencies and confirmed their comprehensiveness and relevance. A summary of the reviewers' responses is presented in Table 2.

Determining Priorities

Once the worth of the competencies was verified, the issue of which competencies should become the basis of the test had to be confronted. It is generally agreed that decisions of this nature should reflect a majority viewpoint, that is, the objectives (competencies) selected should be the most widely accepted as important by a variety of educational clienteles, such as pupils, teachers, and parents (Popham, 1975). Such preference data are frequently obtained by submitting the objectives (competencies) to representatives from various groups who are asked to rank the competencies in terms of importance.

A similar strategy was employed in this study. The preference data obtained from the various groups served to provide verification of the comprehensiveness and significance of the competencies listed. Furthermore, the data provided guidelines by which to reduce the pool of competencies to a manageable number.

The Downey Unified School District was selected as

TABLE 1

AVERAGE PREFERENCE RANKINGS OF READING COMPETENCIES BY FIVE GROUPS[a]

Rank	Competencies	Students	Parents	Teachers	Business People	Subject Specialists	Mean Average Ranking
1	Forms & Applications	4.42	2.97	3.52	4.75	3.0	3.73
2	Safety Warnings	5.19	3.71	3.54	5.9	3.2	4.31
3	News Items	5.77	4.34	4.16	4.5	5.6	4.87
4	Sets of Directions	6.39	5.49	4.86	5	5	5.35
5	Consumer Documents	6.06	5.23	7.03	4.6	6.8	5.94
6	Academic References	4.52	4.83	5.38	6.2	9.2	6.03
7	Nonacademic References	5.66	6.64	6.41	6.55	6.4	6.33
8	Government Documents	6.45	6.66	8.13	7.3	5.3	6.77
9	Consumer Appeals	7.51	8.21	8.3	8.4	3.4	7.16
10	Maps	7.77	7.38	8.44	8.85	8.6	8.21
11	Subjective News Sources	9.71	10.75	10.16	7.8	11	9.88
12	Literary Selections	9.97	10.55	10.68	10.5	12	10.74
13	Nonverbal Media	11.61	11.03	10.69	10.35	11.6	11.01

[a]Competencies are listed according to computed mean average priority rankings.

TABLE 2

SUMMARY OF SEVEN REVIEWERS' RESPONSES TO QUESTIONNAIRE

	Yes	No
1. Do you feel that these competencies reflect the reading tasks required by the majority of adults in our society?	7	
2. Is the list of competencies comprehensive? If not, which competencies have been omitted?	7	
3. Are there any competencies which should be eliminated from the list? If so, please indicate which competencies.	2[a]	5
4. Should any of the competencies be combined? If so, explain.	1[b]	6
5. Are the directions clearly stated? If not, explain.	7	
6. Are the competencies clearly stated?	7	

[a]Two reviewers indicated that "literary selections" and "nonverbal media" be omitted from the list.

[b]One reviewer indicated that the competency regarding the ability to follow directions was inherent in all the other competencies.

the target population for the study for two reasons: (1) the author's familiarity with the district as a result of having worked with the district as a math, reading, and language arts consultant and (2) information suggesting that the district was typical of many of the school districts located within Los Angeles County.

The Downey Unified School District, a suburban city located in southeast Los Angeles County, was 81% Caucasian, 15% Hispanic, 3% Asian or Pacific Islander, .5% American Indian, and .3% Black. Slightly more than 50% of the families lived in single dwellings, with the rest living in multiple units (apartment houses). The median family income, according to the 1970 census, was $12,386. According to the socioeconomic index based upon teacher observation, Downey ranks at the 47th percentile (statewide) with respect to the number of minorities in the district, and at the 68th percentile (statewide) with respect to the number of bilingual students in the district.

Preference data were obtained from representatives of the following groups: parents, high school seniors, high school teachers, and members of the Downey business community. A total of 625 questionnaires were mailed out in August, 1977. Slightly over 21% of the questionnaires were returned: students--18%; parents--20%; teachers--34%; business people--20%. The low percentage of responses was anticipated on the basis of the district's past response ratio with respect to previously distributed questionnaires and surveys. The percentages, however, were sufficient to meet the author's minimum requirement of ensuring that each group be represented by no less than 25 individuals (students: 36; parents: 40; teachers: 34; business people: 25).

The students were randomly selected from the total population (approximately 1,100) of high school seniors attending the two high schools in the Downey Unified School District. The parents were randomly selected from the total population of parents of high school students (grades 9-12). The teachers were selected on a random basis from the combined faculty roster representing the two high schools in the district. Members of the business community were randomly selected from a list of names provided by the Downey Chamber of Commerce.

Each respondent received by mail a letter explaining the purpose of the survey, instructions for completing the questionnaire, and the list of reading competencies. The general task of every subject was identical--to rank the thirteen competencies in order of importance. Subjects were also requested to answer the following questions: (1) Are there any additional basic reading competencies that you feel are essential in order for an adult to function effectively in normal everyday living? (2) Should any of the competencies listed be eliminated completely? If so, which competencies? and (3) Should any of the competencies be combined?

Responses to the questionnaire indicated that (1) the list of competencies was comprehensive, and (2) nonverbal media, subjective news sources, and literary selections were not considered essential for everyday living.

The rankings were averaged for each group for each competency. The mean average for all groups for each competency was then computed. A summary of the preference data obtained for each competency from the various groups has been presented in Table 3.1. On the basis of the preference data, the ten highest-ranked competencies were selected as the minimum essential competencies in reading comprehension that students in the Downey Unified School District must possess in order to graduate. These competencies became the basis for the test.

Construction of the Test Items

Once the competencies were established, actual construction of the items to measure those competencies began. The initial step in constructing the test items involved the preparation of test specifications. It is the purpose of test specifications to describe the specific set of examinee behaviors being measured by a particular criterion-referenced test. Technically, it is the test specifications which constitute the "criterion" to which examinee performance on the test is "referenced" (Popham, 1975). If the test specifications are well constructed, they enable those who must interpret the performance on the test to discern precisely what it is that examinees can or cannot do. In addition, a well-constructed set of test specifications permits test item writers to create homoge-

neous sets of items which are congruent with the class of behaviors circumscribed by the specifications. Indeed, the careful preparation of the test specifications is essential to further development of a criterion-referenced test.

While there are various ways to conceptualize what it is that test specifications should contain, the following four components have been suggested by Popham (1975) as a viable set of conventions which can be used to guide test constructors.

The initial component of a set of test specifications should be a one or two sentence general description of what it is that the test measures. The purpose of the general description is to provide a concise overview of the set of behaviors which will be described in more detail at a later point in the test specifications.

The second component in a set of test specifications should be a sample item, complete with directions to the students. One function of the illustrative item is to provide format cues for those who must generate the items which will constitute the test. In addition, there may occasionally be individuals too busy to take time to read the entire set of test specifications; such people may be satisfied with the general description statement and the illustrative item alone.

The third component is referred to as the "stimulus attributes." In the stimulus attributes section, all the

factors which constrain the composition of a set of test items must be indicated. It is this section that accounts for most of the important variability in most criterion-referenced tests. In general, the stimulus attributes section sets out the limits regarding what the examinee will encounter prior to making a response on a test. It is here that the test specifier will delineate the major rules for generating the kinds of items which constitute the test.

The fourth component, "response attributes," focuses on the examinee's response to the elements generated according to the stimulus attributes section. Only two types of responses on the part of the examinee exist. The examinee can either select from response options presented in the test or the examinee can construct a response. Thus, only selected responses or constructed responses will be encountered, and in the response attributes section of the test specifications this aspect of the test is treated.

It had originally been anticipated that the test would consist of ten subtests, each representing one of the ten highest-ranked competencies. However, in the process of developing the test specifications, several changes were made. First, it was found that certain competencies could be subsumed under a more general category. For example, the competency involving the ability to comprehend govern-

ment documents and the competency involving the ability to comprehend consumer documents sufficiently overlapped to warrant subsumption under one general testing category, Technical Documents.*

The same applied to the competencies "Uses Academic Reference Materials" and "Uses Nonacademic Reference Materials." These two competencies were subsumed under the testing category "Uses Reference Tools."**

In developing the test specifications for the competency "Is able to comprehend and follow directions such as those found in maintenance manuals and/or labels on household products," it became apparent that the format of this test did not lend itself to an accurate determination of an individual's ability to comprehend and follow such directions. It was believed that in order to make such a determination, a performance test was required, that is, a test in which an individual could demonstrate such skills by actually making something or putting something together. Since this was not feasible, a subtest to assess this competency was not included in the Fundamental Reading Competencies Test.

A fourth change served to broaden the scope of the competency regarding map skills. Added were skills related to the interpretation of a variety of graphic illustrations such as tables, charts, and graphs, as well as maps. As a

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*The assumption being that while the content differed, the instructional strategy would be the same.

**Ibid.

result of the revision, the competency is referred to as "Comprehends Graphic Illustrations."

The Fundamental Reading Competencies Test presently consists of seven subtests, each representing one of the following competencies.

1. Comprehends the main idea in news articles
2. Comprehends safety warnings
3. Comprehends graphic illustrations
4. Comprehends technical documents
5. Comprehends information and instructions presented on forms and applications
6. Comprehends consumer appeals in advertisements
7. Uses reference tools

Description of the Test

Reflecting the concept that functional literacy relates to reading experiences encountered in daily living, the reading tasks included in this test represent a variety of practical reading activities commonly encountered by adults in normal everyday living. With the exception of the subtest dealing with reference tools, and certain modifications in the materials appearing in the subtest dealing with advertisements, the reading materials included in the test were taken from actual printed materials. Wherever possible, the selections are reproductions of originals (e.g., voter registration form, application for employment, medial claim form). The readability level of the test,

therefore, reflects the variety of levels currently existing in the reading materials with which adults commonly come in contact. The test questions themselves, however, were written at no higher than an eighth-grade level, as calculated by the Fry (1969) Readability Formula. A multiple-choice format was employed in which examinees were required to respond to each question by selecting the correct response from a group of four alternative responses. A description of the specific set of examinee behaviors being measured by each subtest as well as a description of the test format is provided in the test specifications for each of the competencies being assessed (see Appendix B).

With the exception of the subtest assessing the ability to comprehend the main idea in news articles, which consists of five items, all subtests consist of ten items each, yielding an aggregate of 65 items. Due to the length of the articles and the time required to read them and respond to the questions, the subtest assessing the ability to comprehend the main idea in news articles was reduced to five items. It was thought that five items, each requiring students to find the main idea of a separate news article, was an adequate number for assessing this competency. Although time limits were not set for the test, it was estimated that twelfth-grade students would be able to complete the entire test in approximately 45 to 55 minutes.

If the measure is to be hand scored, the scoring key provided may be used (see Appendix C). If machine scoring is available and is to be used, responses should be recorded (keyed) on the appropriate answer sheets. An individual's total raw score and scores on each of the subtests can be easily ascertained by counting one point for each correct response in subtests two through seven, and two points for each correct response in subtest one. A maximum of ten points is possible for each subtest; a maximum of seventy points is possible for the total test. Mastery of the reading competencies is determined on the basis of proficiency levels set by the school district.

Two forms of the test were developed. This was accomplished by generating twenty items for each competency in accordance with the test specifications for each competency, and then randomly assigning the items to Form A or Form B of the test (see Appendix B).

Sampling and Administration Procedures

During October, 1977, the Fundamental Reading Competencies Test was administered twice, with a two-week interval between administrations, to a group of randomly selected twelfth-grade students attending the two senior high schools in the Downey Unified School District. The sample originally consisted of 100 students, with equal numbers selected from each of the two high schools. An

examination of the list of names selected for testing indicated that approximately 12% of the students selected had Spanish surnames. This number closely reflected the percentage (15%) of students with Spanish surnames in the district as a whole.

Both forms of the test were administered simultaneously (items from Forms A and B pertaining to the same competency were coded and combined into a single subtest). Because of the increased length of the test (130 items), it was administered in two sittings: subtests 1, 2, and 3 were administered during the first sitting; subtests 4-7 were administered during the second sitting. Students were tested in their own school by their school counselor.

Of the 100 students in the sample, six were dropped due to being absent on either the first or second administrations of the test. As a result, the data base on which reliability was calculated consisted of the responses of 94 twelfth-grade students for whom complete data were available.

ANALYSIS AND DISCUSSION OF TEST RELIABILITY

In considering reliability, we are basically interested in the degree to which a test is consistent in measuring whatever it measures. The extent to which a particular test gives a consistent representation of the property being measured by that test is a function of the test's reliability. Regardless of whether a test is norm-referenced or criterion-referenced, reliability is essential to both.

Data-gathering methods and computational techniques typically employed in estimating reliability of norm-referenced tests were used in estimating the reliability of the Fundamental Reading Competencies Test (FRCT). However, in addition to the traditional correlational techniques, an alternative approach to conceptualizing and calculating the reliability of criterion-referenced measures was employed. As will be shown, some differences exist between the results yielded by these two approaches.

There are situations in which traditional methods of estimating the reliability of norm-referenced measures may be inappropriate for estimating the reliability of criterion-referenced measures (Popham and Husek, 1969).

For example, in an idealized situation in which a criterion-referenced measure is given before and after an instructional unit, one might find that examinees failed all of the items before instruction and passed all of the items after instruction. Certainly one could not fault such a test and yet, under the traditional norm-referenced methodology, the test must be considered inadequate since there is no between-subject variability (and, hence, zero correlation coefficients).

Traditional estimates of norm-referenced reliability are based on correlational analyses and, as such, depend upon score variability. When there is a reasonable amount of response variance, correlational analyses can provide an accurate reflection of the extent to which two variables are related. However, in working with data from tests in which there is limited response variance, the use of traditional correlational analyses can prove to be inappropriate and yield misleading results (Popham, in press). Hence, an alternative approach to estimating the reliability of such tests becomes necessary.

One such approach is to employ a decision-consistency technique (Popham, in press). Rather than basing reliability indices on the between-subject equivalence of scores, this approach to reliability concerns itself with the concept of within-subject decision equivalance of scores. In using this technique, reliability is

estimated by computing the percentage of examinees whose scores on two sets of data (e.g., two administrations of a test or on alternative forms of a test) remained the same in relationship to a particular type of decision. As an example, to determine test-retest reliability, a minimum cutoff level for mastery performance could be set at 80%, that is, examinees would be required to correctly respond to 80% or more of the test items in order to be considered masters. The percentage of students who scored in such a way that mastery/nonmastery status remained the same on the two sets of test scores could then be calculated. Mastery status, in this instance, would carry with it distinct decision implications.

Of significance in utilizing this approach with criterion-referenced measures is the concept that the purposes for which the test's results will be used must always be considered. For example, if a test is going to be used principally for making decisions about groups, then it is possible to conceptualize approaches to reliability in which the test need not display the characteristics necessary for individual score reliability. On the other hand, if the test results will be utilized in making decisions about individuals, it then becomes important to consider whether these decisions will result in different courses of action depending upon the examinees relative success in mastering the behavior domain measured by the

criterion-referenced measure. Such decisions may involve only two options, as in the identification of mastery/non-mastery status with respect to a particular behavior domain, or it may involve more than two options such as when differential types of remedial programs will be provided to students based on their degree of mastery or non-mastery. The point to be made is that since criterion-referenced measures are typically used for dealing with rather clear decision alternatives, the nature of these decisions must be taken into account when considering reliability approaches.

Stability: A Traditional Approach

One way of viewing reliability is to focus on the stability (i.e., the dependability) of examinee performance over time. The paradigm for determining the coefficient of stability is:

TEST $\xrightarrow{\text{time}}$ RETEST

Because the procedure consists of a test followed by a retest, stability is frequently referred to as test-retest reliability. To determine the coefficient of stability, the two sets of scores are then correlated using one of the conventional correlational techniques such as the Pearson product-moment correlation coefficient.

The reliability of the Fundamental Reading Competencies Test was based on data from 94 randomly selected

twelfth-grade pupils attending the two high schools in the Downey Unified School District. Each student took both forms of the FRCT twice, with a two-week interval between administrations. Because reliability data for individual subtests was considered essential, reliability estimates were calculated for each of the seven subtests as well as for the composite score on each form of the test.

Concern regarding reliability increases, and justifiably so, when subtest scores on a test can be summed to yield a composite score. Brown (1970) noted that it was not an infrequent occurrence to find reliability data available for the composite score but not for the subtest scores, with the implication being that the subtests are equally as reliable as the composite score. However, it is only when reliability estimates are reported for each subtest for which a score is derived, that we can have any assurance that the subtest possesses acceptable reliability.

Test-retest reliability coefficients for each of the subtests as well as the composite (total) score on Forms A and B of the FRCT are presented in Tables 3 and 4. Coefficients obtained for individual subtests, with the exception of Subtests 1 (News Items) and 3 (Graphic Illustrations), ranged from .62 to .67 on Form A and .61 to .71 on Form B, while coefficients obtained for the composite scores were .83 and .85 for Forms A and B, respectively.

TABLE 3

TEST-RETEST RELIABILITY COEFFICIENTS
FOR EACH OF THE SEVEN SUBTESTS AND TOTAL TEST

FORM A

Test	No. of Items	1st Adm. of Test		2nd Adm. of Test		r_{AA}
		Mean	S	Mean	S	
News	5	3.8	1.1	3.3	1.2	.46
Safety Warnings	10	8.2	2.0	8.2	2.2	.62
Graphics	10	7.8	1.9	7.5	2.1	.53
Technical Documents	10	7.4	2.1	7.4	2.3	.64
Forms and Apps.	10	7.1	2.4	7.1	2.4	.63
Consumer Appeals	10	6.3	2.4	6.4	2.3	.67
Reference Tools	10	6.6	2.3	7.1	2.0	.62
Total (A)	65	47.2	10.7	47.	11.1	.83

TABLE 4

TEST-RETEST RELIABILITY COEFFICIENTS
FOR EACH OF THE SEVEN SUBTESTS AND TOTAL TEST

FORM B

Test	No. of Items	1st Adm. of Test		2nd Adm. of Test		r_{BB}
		Mean	S	Mean	S	
News	5	3.4	1.2	3.2	1.2	.50
Safety Warnings	10	8.2	1.9	8.2	2.0	.66
Graphics	10	7.1	1.9	7.0	2.0	.52
Technical Documents	10	7.8	2.1	7.9	2.1	.66
Forms and Apps.	10	7.3	2.2	7.1	2.1	.69
Consumer Appeals	10	6.9	2.2	6.9	2.1	.71
Reference Tools	10	6.6	2.3	6.9	2.1	.61
Total (B)	65	47.3	10.7	47.5	10.8	.85

Coefficients of .46 (Form A) and .50 (Form B) were obtained for Subtest 1. Since this subtest consisted of so few items (5) and since reliability is partially dependent on test length (increased test length generally serving to produce a wider range of scores), a low coefficient was not unexpected. Variability, however, was even further restricted in that 66% of the examinees correctly responded to four or more of the five items on Form A. On Form B, 55% of the examinees correctly responded to four or more of the five items.

Coefficients of .53 (Form A) and .52 (Form B) were obtained for Subtest 3. An examination of the frequency distribution indicated that 79% of the examinees correctly responded to seven or more of the ten items on the test. A similar distribution was found on Form B.

An examination of the frequency distributions on the other subtests suggested that reduced variability may have suppressed those coefficients as well. In general, examinee performance was high and scores tended to cluster toward the high end of the scale. In subtests where examinees were somewhat less proficient, their scores still tended to cluster, suggesting that examinees possessed a comparable level of proficiency in the competency being measured.

While there is no simple relationship between the level of performance of the group tested and reliability,

it is apparent that any time the range of scores is reduced the correlation coefficient will also be reduced. This implies that, to maximize reliability, the level of difficulty of a test should be such as to produce a wide distribution of scores. However, maximizing the difficulty level of the test for purposes of producing a wide distribution of scores would be contrary to the purposes of this test. The FRCT was designed to assess student proficiency in selected reading competencies deemed essential for meeting the reading requirements of day-to-day living. Indeed, it is hoped that by the time students reach the twelfth grade, all will be able to demonstrate high levels of proficiency in these competencies.

Stability: A Decision-Consistency Approach

As was noted earlier, when faced with restricted variability, the traditional correlational techniques for estimating reliability are inappropriate, and an alternative technique is required. Since criterion-referenced measures are frequently employed for dealing with well defined decision options, a logical alternative to the reliability question is to look at the test in terms of the consistency with which decisions will be made, based on the data produced by the test (Popham, 1975). Such a decision-consistency scheme was employed in estimating the test-retest reliability of the FRCT.

The basic technique involved calculating the percentage of examinees who scored in such a way on both administrations of the test that mastery/nonmastery status remained the same. Suppose, for example, that an 80% minimum proficiency level was set. All students achieving 80% or better were considered masters; all students achieving below 80% were considered nonmasters. Scores from the two administrations of the test were used to compute the percentage of examinees that retained their mastery/nonmastery status relative to this proficiency level. Such calculations were made with respect to three proficiency levels: 80%, 70%, and 60%. (Because Subtest 1, News Items, consisted of five items, the calculation of a reliability index was not feasible at a 70% proficiency level.)

Reliability indices for each of the seven subtests and the composite score on each of the two forms of the test are presented in Tables 5 and 6.

The percentage of decision-consistency for individual subtests ranged from 72% to 88%. For the composite score, the percentage of decision-consistency ranged from 80% to 90% on Form A and from 79% to 89% on Form B. These reliability estimates appear to suggest that the FRCT measures the identified competencies with a substantial degree of consistency when the focus of that consistency was the decisions to be made regarding examinees.

TABLE 5

TEST-RETEST RELIABILITY FOR SEVEN SUBTESTS AND TOTAL TEST CALCULATED VIA A PERCENTAGE OF DECISION-CONSISTENCY APPROACH

FORM A

Test	Proficiency Level Percentage	Percentage of Examinees Retaining Same Status on Two Administrations of Test
News Items	80	72
	60	80
Safety Warnings	80	80
	70	85
	60	88
Graphic Illustrations	80	78
	70	80
	60	82
Technical Documents	80	79
	70	80
	60	85
Forms & Applications	80	77
	70	79
	60	84
Consumer Appeals	80	81
	70	85
	60	78
Reference Tools	80	75
	70	75
	60	81
Total Test (Form A)	80	80
	70	82
	60	90

TABLE 6

TEST-RETEST RELIABILITY FOR SEVEN SUBTESTS AND TOTAL TEST CALCULATED VIA A PERCENTAGE OF DECISION-CONSISTENCY APPROACH

FORM B

Test	Proficiency Level Percentage	Percentage of Examinees Retaining Same Status on Two Administrations of Test
News Items	80	73
	60	80
Safety Warnings	80	84
	70	88
	60	90
Graphic Illustrations	80	82
	70	76
	60	80
Technical Documents	80	82
	70	85
	60	86
Forms & Applications	80	82
	70	75
	60	81
Consumer Appeals	80	76
	70	80
	60	83
Reference Tools	80	74
	70	76
	60	82
Total Test (Form B)	80	79
	70	88
	60	89

As can be seen, when employing a decision-consistency approach to estimating reliability, concern is not focused on the test's ability to differentiate among individuals; nor is a wide distribution of scores required in order to calculate a reliability estimate. Rather, the emphasis in this approach to estimating stability is on within-subject variability on two testing occasions with respect to a particular decision-alternative. This distinction became especially significant with respect to Subtests 1 and 3 where, due to limited variance, the traditional correlational analysis failed to provide an accurate reflection of the extent to which examinees' performance on the two testing occasions were related. Employing a decision-consistency approach provided a practical procedure for obtaining meaningful reliability data. While a percentage of decision-consistency approach to estimating reliability is less precise than the more complex statistical analyses, in situations such as this its use would appear to be appropriate. Further, since criterion-referenced measures are frequently used for decision-making purposes, the use of an approach which looks at a test in terms of the consistency with which decisions can be made based on the data produced by the test is not only justifiable, but may even be preferable.

Equivalent Forms Reliability: A Traditional Approach

The coefficient of equivalence is the correlation between scores on parallel forms of the test, administered with a minimal time lag between testing. In the case of the FRCT, Forms A and B were combined and administered at the same time to all students in the sample. All correlations, therefore, were derived for the total group taking both forms of the test. Correlations reflecting the consistency between Forms A and B, for each of the subtests as well as the total test, are given in Table 7.

As can be seen, correlation coefficients obtained for the subtests during the first administration ranged between .39 and .76. A correlation coefficient of .91 was obtained for the total test. Correlation coefficients obtained for the subtests during the second administration ranged between .38 and .79. A correlation coefficient of .94 was obtained for the total test.

An evaluation of the correlations between the two forms of the test led to the following observations. First, the magnitude of the correlations between the composite scores on Forms A and B suggest that the two overall forms of the test measured essentially similar competencies.

Second, scores obtained for six of the seven subtests during the second administration of the test had higher correlations than those obtained during the first

TABLE 7

EQUIVALENT FORMS RELIABILITY COEFFICIENTS FOR INDIVIDUAL SUBTESTS AND TOTAL TEST

Test	r_{AB} 1st Adm.	r_{AB} 2nd Adm.
News Items	.39	.38
Safety Warnings	.71	.73
Graphic Illustrations	.66	.67
Technical Documents	.70	.75
Forms and Applications	.71	.75
Consumer Appeals	.73	.79
Reference Tools	.76	.79
Composite (Total Test)	.91	.94

administration. This may be due to the effects of familiarity and practice with the test items, resulting in a tendency on the part of the examinees to respond to similar-type items with greater consistency.

Third, the low correlations obtained for Subtests 1 (News Items) and 3 (Graphic Illustrations) may again be the result of the markedly restricted range of scores on these tests, as was discussed earlier in the chapter. As was noted, when the range of scores is reduced, the coefficients are also reduced.

A factor which should be considered in evaluating the equivalency of the two forms of the Fundamental Reading

Competencies Test pertains to the diversity of the reading materials in the test and the related problem of differences in readability levels. In developing the test, one of the early choicepoints faced by the author concerned the selection of reading materials to be included in the test. Of particular concern was the question of whether to modify the test materials in such a way as to limit the range of readability levels, or perhaps even to modify them to the extent that they reflected a particular readability level (e.g., eighth grade level). This possibility was decided against on the basis that if the FRCT was to indeed measure the ability of students to meet the reading demands faced by adults in day-to-day living, then the materials selected for testing purposes must necessarily reflect the diversity in reading materials actually encountered in daily living.

Clearly, these materials vary with respect to content, format, and readability levels, as well as in their effect upon such affective dimensions as interest and motivation. Even within particular subtests (e.g., Technical Documents, Forms and Applications), a certain amount of diversity was reflected. Taking into consideration the heterogeneous nature of the reading materials as well as the variety of materials included within individual subtests, the fact that the equivalency coefficients were as high as they were, with the exception of subtests in which

reduced variability prevented the correlation coefficients from accurately reflecting the relationship between the two sets of scores, serves to (1) substantiate the importance of having well-constructed test specifications and (2) confirm the descriptive clarity of the test specifications prepared for the Fundamental Reading Competencies Test.

Equivalent Forms Reliability:
A Decision-Consistency Approach

This type of reliability is based on the equivalence of scores on two tests that are intended to be substitutable measures of the same thing. In criterion-referenced measures, the procedure is based on the concept that when test items are generated according to a set of clearly written test specifications, then randomly assigned to the two forms of the test, the scores on the two forms should be reasonably similar. While it is not necessary that each item behave identically, the total effect should be relatively consistent (Popham, in press).

In the construction of norm-referenced tests, equivalent forms are not typically constructed by randomly selecting items from item pools. In employing an equivalency approach for norm-referenced tests, a large number of test items is first tried out on a group of examinees, then items are rearranged so that two tests with essentially equivalent means and standard deviations are created. These tests are then administered to a second group of

examinees in order to determine the degree to which they will yield comparable scores.

In contrast to this procedure, Popham (in press) proposes that because the focus of a criterion-referenced test will be more precisely delimited, and because the rules for producing items should be better explicated, that a more rigorous standard for criterion-referenced tests will be created by comparing equivalent forms developed through random item selection procedures.

Thus, in considering equivalent forms reliability with respect to criterion-referenced measures, the reliability question becomes: Will tests constituted by random selection from derivatively homogeneous item pools result in decision-consistency? More specifically, the question under consideration was: Would decisions made on the basis of results from one form of the Fundamental Reading Competencies Test be consistent with decisions made on the basis of results from the alternate form?

A percentage of decision-consistency approach such as that employed in calculating the stability indices was used to determine the equivalence of the two forms of the FRCT. In Tables 8 and 9, reliability indices showing the degree of decision-consistency between the corresponding subtests in Form A and Form B are shown for each of the two administrations of the test. These indices were calculated with respect to three minimum proficiency levels:

TABLE 8

EQUIVALENT FORMS RELIABILITY FOR SEVEN SUBTESTS AND TOTAL TEST CALCULATED VIA A PERCENTAGE OF DECISION-CONSISTENCY APPROACH

FIRST ADMINISTRATION

Test	Proficiency Level Percentage	Percentage of Examinees Retaining Same Status on Alternate Forms of the Test
News Items	80	68
	60	79
Safety Warnings	80	78
	70	90
	60	94
Graphic Illustrations	80	67
	70	72
	60	80
Technical Documents	80	70
	70	85
	60	87
Forms and Applications	80	77
	70	73
	60	81
Consumer Appeals	80	72
	70	77
	60	74
Reference Tools	80	66
	70	80
	60	86
Total Test	80	85
	70	81
	60	94

TABLE 9

EQUIVALENT FORMS RELIABILITY FOR SEVEN SUBTESTS AND TOTAL TEST CALCULATED VIA A PERCENTAGE OF DECISION-CONSISTENCY APPROACH

SECOND ADMINISTRATION

Test	Proficiency Level Percentage	Percentage of Examinees Retaining Same Status on Alternate Forms of the Test
News Items	80	67
	60	78
Safety Warnings	80	80
	70	85
	60	93
Graphic Illustrations	80	66
	70	69
	60	78
Technical Documents	80	75
	70	83
	60	86
Forms and Applications	80	80
	70	74
	60	82
Consumer Appeals	80	74
	70	78
	60	84
Reference Tools	80	71
	70	73
	60	84
Total Test	80	84
	70	88
	60	97

80%, 70%, and 60% (with the exception of Subtest 1, in which the number of items permitted calculations to be made with respect to 80% and 60% proficiency levels only).

When equating parallel forms by means of a standard correlational technique, the magnitude of the correlations between the two test forms is typically of particular interest. When equating parallel forms via a percentage of decision-consistency approach, the magnitude of the percentages obtained are of particular interest. The higher the percentage, the greater is the decision-consistency.

Of the 23 reliability indices obtained for the first administration of the test, 11 reflected a percentage of decision-consistency of 80% or higher, nine reflected a percentage of decision-consistency no lower than 70%, and none lower than 66%. Of the 23 reliability indices obtained for the second administration of the test, 12 reflected a percentage of decision-consistency of 80% or higher, 8 reflected a percentage of decision-consistency of 70% or higher, and none lower than 66%.

The magnitude of the percentages obtained suggest a considerable degree of similarity between the two forms of the FRCT. As such, it appears likely that decisions made on the basis of results from one form of the test would be consistent with decisions made on the basis of results from the alternate form of the test.

Stability and Equivalence:
A Traditional Approach

Given alternate forms of a test, it is possible to determine reliability by a combination of the two previously discussed methods. Since Forms A and B were administered twice to all students in the sample, with a two-week interval between administrations, this procedure was possible. By correlating the scores on the first administration of Form A with the scores on the second administration of Form B (as well as correlating the scores on the first administration of Form B with the scores on the second administration of Form A), coefficients of stability and equivalence were obtained for each of the subtests as well as the total test.

Since all the factors that operate to produce inconsistency in scores in the test-retest paradigm plus all the factors that produce inconsistency in the equivalent forms design can operate in this design, the greatest inconsistency in scores (i.e., the lowest reliability coefficients) can be expected. Thus, the coefficient of stability and equivalence will provide the most stringent appraisal of a test's reliability.

Stability and equivalence coefficients for each of the subtests and the total test are presented in Table 10. As can be seen, the coefficients of stability and equivalence for the subtests range from .33 to .64.

TABLE 10

STABILITY AND EQUIVALENCE RELIABILITY COEFFICIENTS FOR SEVEN SUBTESTS AND TOTAL TEST

Test	1st Adm.	2nd Adm.	r
News	A	B	.33
News	B	A	.37
Safety Warnings	A	B	.60
Safety Warnings	B	A	.40
Graphic Illustrations	A	B	.51
Graphic Illustrations	B	A	.41
Technical Documents	A	B	.58
Technical Documents	B	A	.61
Forms and Applications	A	B	.56
Forms and Applications	B	A	.63
Consumer Appeals	A	B	.59
Consumer Appeals	B	A	.64
Reference Tools	A	B	.61
Reference Tools	B	A	.50
Total	A	B	.79
Total	B	A	.82

Stability and equivalence correlation coefficients for the total test were .79 and .82.

Stability and Equivalence:
A Decision-Consistency Approach

Scores from Form A (first administration) and Form B (second administration) were compared as were scores from Form B (first administration) and Form A (second administration). Again, three minimum proficiency levels were set and the data were analyzed with respect to each of these three levels. As was noted earlier, this type of analysis reflects a particularly stringent appraisal of a test's reliability, and estimates thus obtained are invariably smaller than those derived from either stability or equivalence strategies alone.

Stability and equivalence estimates for each of the subtests as well as the test as a whole are presented in Table 11. Percentages obtained for the subtests ranged from 55% to 73% at the eighty percent proficiency level, from 64% to 81% at the seventy percent proficiency level, and from 68% to 85% at the sixty percent proficiency level. As was expected, the reliability estimates thus computed were lower than those obtained for stability alone. They were also lower than the indices computed for equivalent forms reliability alone.

TABLE 11

STABILITY AND EQUIVALENCE RELIABILITY FOR SEVEN SUBTESTS AND TOTAL TEST CALCULATED VIA A PERCENTAGE OF DECISION-CONSISTENCY APPROACH

Test	1st Adm.	2nd Adm.	80%	70%	60%
News	A	B	59	a	68
News	B	A	60	a	69
Safety Warnings	A	B	71	80	85
Safety Warnings	B	A	73	81	84
Graphic Illustrations	A	B	58	64	68
Graphic Illustrations	B	A	55	65	72
Technical Documents	A	B	65	76	81
Technical Documents	B	A	69	72	80
Forms and Applications	A	B	69	70	72
Forms and Applications	B	A	70	71	78
Consumer Appeals	A	B	70	70	72
Consumer Appeals	B	A	68	75	72
Reference Tools	A	B	62	70	84
Reference Tools	B	A	63	71	80
Total	A	B	75	78	84
Total	B	A	76	79	83

[a]Due to the number of items in this subtest (5), it was not possible to compute a reliability index at the 70% proficiency level.

Performance Standards

While concerns regarding the setting of appropriate performance standards are certainly not new to educators, recent legislation requiring students to pass minimum competency tests before being granted the diploma has forced

this long-standing dilemma into a position of prominence. Quite clearly, the setting of inappropriate passing standards for minimum competency tests can lead to serious consequences. For example, setting overly stringent passing standards can result in large numbers of students failing to receive the high school diploma. On the other hand, performance standards set too low can serve only to defeat the underlying purpose of the competency testing movement, the enactment of which was to ensure that high school graduates are indeed competent in the basic skills.

In an effort to provide some guidelines for setting reasonable passing levels for the subtests on the FRCT, two kinds of data were examined: (1) the average percent correct on each subtest by the twelfth-grade students who took the test and (2) the percentage of those students who retained their status (pass/fail) on two administrations of the test with respect to three passing levels, 80%, 70%, and 60%.

The average percent correct on each subtest was compared with the percentage of decision-consistency computed at a similar (percent) passing level in order to determine a passing level which would be reasonable in light of the actual group performance on the test and also permit a substantial degree of decision-consistency.

In examining these data, there appeared to be a tendency for the percentage of decision-consistency to

decrease as the proximity between the passing level and the performance level increased. This may be explained, at least in part, on the basis that the nearer the cutoff point (i.e., the passing level) is set to the average performance level of the group, the more likely that cross-overs will occur. As an example, a student might score 80% correct on the first administration of a test and 79% correct on the second administration of the test. If an 80% proficiency level had been set, the student would not have retained his mastery status. As can be seen, small variations in scores could result in differences in pass/fail decisions.

One implication which may be drawn from this is the importance of cautioning standard-setters against selecting a passing level without first examining actual performance data on the test. It would seem that the reasonableness of a particular passing level could more accurately be evaluated when (a) standard-setters have access to actual performance data of students on the test and (b) such data are examined in light of the consistency of decisions a particular passing level will permit.

ANALYSIS AND DISCUSSION OF TEST VALIDITY

In addressing the question of test validity, the issue under consideration involves the degree to which a test actually measures what it purports to measure. While the idea that a test must measure what it claims to measure is a rather simple one, determination of validity is more complicated. It will, therefore, be discussed in terms of the validation strategies considered most important for criterion-referenced tests.

Descriptive Validity

The major contribution of a criterion-referenced test is that it provides a clear description of the behavior domain being measured by the test. It is this feature which permits one to more accurately interpret the meaning of an examinee's test performance. If a criterion-referenced test fails to produce this clarified description of what an examinee's performance signified, it is invalid in the most fundamental sense possible (Popham, in press). A major concern, therefore, of criterion-referenced test developers is in establishing descriptive validity, which

it must be noted, is directly related to the norm-referenced concept of content validity.

A criterion-referenced test can be considered valid only to the degree that it accurately measures the class of learner behaviors described in the test's specifications. The development of these specifications represents the initial, as well as the most essential, step in creating a criterion-referenced test. For it is in the test's specifications that the limits of the behaviors that test items will measure (and to which all individual performance will be referenced) are delineated. In essence, the specifications represent the set of rules needed to generate the items for the test. As such, they are intended to communicate with those who must construct the test items. However, they are also intended to communicate with those who must interpret what an examinee's performance on the test means. If the specifications are capable of communicating clearly to both groups, the test is said to possess descriptive validity.

In order to determine whether the test specifications for the FRCT were capable of communicating clearly to both of these groups, two techniques suggested by Popham (in press) were employed. The first of these techniques was employed in an effort to determine the extent to which the test specifications communicate without ambiguity to those who must interpret examinee performance (e.g.,

teachers, evaluators, administrators). Therefore, the seven sets of test specifications, one for each of the competencies being assessed by the FRCT, were presented to five middle-school teachers from the Las Virgenes Unified School District whose subject specialties included English, Social Science and Reading. The teachers were instructed (individually) to read each set of test specifications carefully and then write three test items in accordance with each set of specifications. As a result, a total of 15 items were written for each set of test specifications.

According to this technique, if a test's specifications are clear, the items written in conformity with a particular set of test specifications should appear to be homogeneous. Although written by different individuals, these test items should look and function just as much alike as though they had been prepared by only one individual (Popham, in press).

The degree to which the test items were actually homogeneous was determined by presenting these items, randomly ordered, to three different middle-school teachers who were requested to examine the items and identify those that appeared to be homogeneous. To implement this procedure, each test item was typed on a separate card, with the identity of the item writer coded and placed unobtrusively on the back of the card. The fifteen items for each set of test specifications were then randomly ordered and placed

in an envelope (each teacher receiving seven such envelopes). The teachers were instructed to examine each set of 15 items and identify those which appeared to be assessing basically the same competency. The items judged to be "homogeneous" were to be replaced in the envelope while the items judged "not homogeneous" were to be attached to the outside of each envelope. In addition, each teacher was requested to indicate the reason for rejecting a particular test item. The homogeneity estimates of the three judges (teachers) for each of the seven sets of test items is presented in Table 12.

TABLE 12

PERCENTAGE OF ITEMS JUDGED HOMOGENEOUS FOR EACH OF SEVEN COMPETENCIES

Competency	Judge 1	Judge 2	Judge 3
News Items	100%	100%	100%
Safety Warnings	100%	100%	100%
Graphic Illustrations	100%	100%	100%
Technical Documents	93%	93%	93%
Forms and Applications	100%	100%	100%
Consumer Appeals	80%	80%	80%
Reference Tools	100%	100%	100%

Based on these homogeneity estimates, the descriptive clarity of five of the seven sets of test specifications appears to be satisfactory. Upon closer examination of the items identified by the judges as "not homogeneous," the following conclusions were drawn:

1. Technical Documents--Since the same item was rejected by all three judges on the basis that the situation depicted in the item was ambiguously worded and difficult to understand, the problem was not considered to be a result of a lack of clarity on the part of the test specifications.
2. Consumer Appeals--The same three items were rejected by the judges (two of the three items having been written by the same individual). In each instance, the item was rejected on the basis that more than one propaganda technique was employed in a single advertisement, thereby making it impossible to respond by selecting the "one particular" advertising technique employed in the ad. The test specifications, however, clearly stipulated that "only one advertising technique will be exemplified in each advertisement." Taking this into account, the faulty items were not considered to be a result of a lack of clarity on the part of the test specifications.

It was concluded, therefore, that each of the seven sets of test specifications was capable of communicating clearly to those who must interpret examinee performance.

The second technique was employed in an effort to determine the degree to which the items written by the test constructor were congruent with the test specifications. To implement this technique, three reading specialists from the Los Angeles Unified School District and two teachers of English from the Las Virgenes Unified School District were requested to read each set of test specifications and then judge, on an item-by-item basis, whether the corresponding set of test items were in conformity with the specifications. Each judge was presented with seven individual folders, each containing a set of test specifications, the test items written (by the author) in accordance with those test specifications, and the following directions:

1. Read carefully the test specifications in this folder. Then, examine each of the test items in this folder.
2. For each item, decide whether or not it conforms with the stipulations set forth in the test specifications.
3. Place a check next to any item which does not appear to be congruent with the test specifications.

Each teacher examined 130 test items in all (both forms of the test). For each set of test specifications, the percentage of items judged to be congruent by each of these teachers was computed. Then, the mean percentage for all five teachers was calculated. Although there are few guidelines to follow with regard to acceptable limits of incongruity, it would seem that congruency percentages of 90 or higher would appear to be satisfactory (Popham, in press). From the data presented in Table 13 it can be seen that the percentages were consistently above 90. On the basis of data obtained by means of the two procedures described, the Fundamental Reading Competencies Test appears to possess satisfactory descriptive validity.

Internal Consistency

Internal consistency estimates are directed at determining the degree to which items in a test are functioning in a homogeneous manner. The traditional view classes internal consistency measures as an aspect of reliability. However, as measures of internal consistency seem to be directed at the characteristics of the items themselves rather than consistency over forms, situations, or decisions, when working with criterion-referenced measures we might better conceive of internal consistency estimates as a vehicle for verifying the derivative homogeneity of a set of test items (Popham, in press). As such, internal consistency coefficients were computed for each

TABLE 13

PERCENTAGE OF ITEMS JUDGED CONGRUENT WITH RESPECTIVE SET OF TEST SPECIFICATIONS BY FIVE JUDGES

	No. of Items	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Average Percentage
News Items	10	100%	100%	100%	100%	100%	100
Safety Warnings	20	100%	95%	95%	100%	95%	97
Graphic Illustrations	20	100%	100%	100%	100%	100%	100
Technical Documents	20	100%	100%	100%	100%	100%	100
Forms and Applications	20	100%	100%	100%	100%	100%	100
Consumer Appeals	20	100%	100%	100%	100%	100%	100
Reference Tools	20	100%	100%	100%	100%	100%	100

subtest (by means of the Kuder-Richardson formula 20) to further verify the homogeneity of the items. Results are given in Tables 14 and 15.

As is indicated, internal consistency coefficients for each of the subtests, with the exception of Subtests 1 and 3, range between .71 and .77. For tests such as these in which there is a relatively small number of items (10), lower correlation coefficients can be expected (Brown, 1970).

The low coefficient obtained for Subtest 3 and the even lower coefficient obtained for Subtest 1 (5 items) were not unexpected. Due to reduced response variance on each of these subtests, the correlational analysis employed to obtain internal-consistency estimates was incapable of providing an accurate representation of the relationship (i.e., the homogeneity) between the items on the test.

Domain-Selection Validity

The primary question involved in domain-selection validity is whether, from the competing domains available to us, we have selected a domain that will serve as an accurate indicator of the more general dimensions under consideration (Popham, 1975). This type of validity was established in the early stages of test development when attention was focused on first, the identification of func-

TABLE 14

INTERNAL CONSISTENCY COEFFICIENTS
FOR EACH OF THE SEVEN SUBTESTS ON THE FRCT

FIRST ADMINISTRATION

Subtest	Form A	Form B
News Items	.29	.35
Safety Warnings	.72	.72
Graphic Illustrations	.65	.64
Technical Documents	.73	.75
Forms and Applications	.74	.72
Consumer Appeals	.73	.75
Reference Tools	.72	.72

TABLE 15

INTERNAL CONSISTENCY COEFFICIENTS
FOR EACH OF THE SEVEN SUBTESTS ON THE FRCT

SECOND ADMINISTRATION

Subtest	Form A	Form B
News Items	.21	.31
Safety Warnings	.73	.76
Graphic Illustrations	.69	.64
Technical Documents	.76	.76
Forms and Applications	.72	.71
Consumer Appeals	.74	.77
Reference Tools	.72	.73

tional reading competencies and, second, the selection of those competencies to be assessed by the test. The selection of particular domains over other competing domains was substantiated on the basis of expert opinion drawn from both the literature on functional literacy and from the subject specialists who participated in this study as well as from data obtained from representatives of various groups in the target community. The steps taken to assure domain-selection validity have been fully described in Chapter III (Identification and selection of competencies, Determining the quality of the competencies, and Determining priorities). Essentially, these steps included the following: (1) a review of the literature and current research on functional reading, (2) compilation of an extensive list of reading tasks representative of those typically encountered by adults in daily living, drawing from such sources as the National Assessment of Educational Progress, the Harris Studies on Survival Literacy, Sharon's study on the reading activities of American adults, Northcutt's Adult Performance Level Study, and extant collections of objectives in functional reading, (3) consultation with educators in the field of reading, (4) the use of ranking sheets and questionnaires directed to teachers, parents, students, members of the business community, and specialists in the field of reading.

Information and judgments obtained by means of the

above steps provide assurance that the domains selected for inclusion in the Fundamental Reading Competencies Test are indeed justifiable.

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APPENDIX A

TEST SPECIFICATIONS

FOR

FUNDAMENTAL READING COMPETENCIES TEST

TEST SPECIFICATIONS

COMPREHENDS MAIN IDEAS IN NEWS ARTICLES

General Description

When presented with a previously unseen news story, students will select from a set of alternatives the statement which best describes the main idea of the article.

Sample Item

Directions: Read the following news story. Then, choose the statement which best tells the main idea of the article. Mark the letter of your answer on your answer sheet.

JAKARTA, Indonesia--A powerful earthquake struck the eastern Indian Ocean between Australia and Indonesia Friday, rattling tall buildings as far away as Perth, Australia, more than 1,000 miles to the south.

Worst hit appeared to be the mountainous sparsely populated island of Sumba, part of Indonesia's Nusatenggara island chain, stretching from Java to Timor. Local officials there reported that several buildings collapsed in the main town of Waingapu.

Officials there reported that it was not yet known whether there were any deaths or injuries. Fishing boats on the south of the island were found crushed by tidal waves, they added.

Earthquake monitoring stations around the world reported the strength of the quake at between 7.7 and 8.9 on the Richter scale. However, while Sweden's Uppsala center measured the quake at 8.3 on the Richter scale, scientists in Vienna recorded an enormous magnitude of 8.9 points. Vienna later reported that their seismographs may have malfunctioned.

The U.S. Geological Survey in Golden, Colorado measured the quake at 7.7 on the Richter scale.

The main idea of this news story is:

A. A major earthquake shook a large area between Australia and Indonesia.

B. A government office and market hall collapsed due to earthquake near Lombok.

C. Recent earthquake in Jakarta was of comparable strength to one in China last year.

D. Differences in reports between earthquake monitoring stations appear to indicate that Friday's quake may actually have been a minor one.

Stimulus Attributes

1. Students will be presented with an article, or a portion thereof, consisting of no more than 275 words and no less than 175 words.

2. The article will present a factual account of a situation or event related to one of the following:

   (a) natural disasters (e.g., earthquake, flood, tornado)

   (b) conflict within or between countries

   (c) governmental actions (city, state, national) which directly affect large numbers of citizens

   (d) environmental issues (e.g., energy shortages, pollution problems, conservation of natural resources: metals, minerals, animals, and vegetation)

   (e) medical/scientific reports

   (f) space travel

3. The article will represent an objective account of the news event.

4. The article will provide information for at least four of the following six types of questions: Who? What?

Where? When? Why? and How?

5. The main idea of the story will be explicitly stated in the article.

6. Articles will be selected from UPI or AP releases only.

7. Articles in a given examination will represent at least four of the above categories of content.

8. Each article will be followed by the following statement and four response options:

   The main idea of this article is:

   A.

   B.

   C.

   D.

Response Attributes

1. Four response options will follow each article: one correct answer and three distractors. The correct answer and corresponding distractors will each represent a statement which could reasonably be considered the main idea of the article.

2. Distractors will be selected to exemplify the following comprehension errors:

   (a) Fails to distinguish between the main idea and supporting details. Such a distractor will consist of a statement which presents one of the supporting details taken from the article. The statement may be taken directly from the article or it may be paraphrased.

   (b) Inadequate vocabulary. Such a distractor will present an incorrect paraphrase of the main idea of the article by substituting one or more inaccurate terms.

   (c) Draws faulty conclusion on the basis of inadequate information. Such a distractor

will present a conclusion unsubstantiated by information presented in the article.

3. Each of the comprehension errors cited above will be reflected in the set of response options following each article.

4. The correct response will be a statement which paraphrases the main idea stated in the article.

TEST SPECIFICATIONS

COMPREHENDS SAFETY WARNINGS

General Description

Students will be presented with safety warnings such as those found on labels for various medications, household cleansers, insecticides, and on publicly posted signs alerting individuals to potential danger. Students will select from a set of alternatives the statement which describes a course of action appropriate to the instructions and/or recommendations given in the safety warning.

Sample Item

Directions: Safety warnings should be carefully read, understood, and followed. Otherwise, you risk hurting yourself and/or someone else. The examples below were taken from actual safety warnings found on signs and labels frequently encountered in daily living. Read each safety warning below. Then decide which course of action is most appropriate. Mark the letter of your answer on your answer sheet.

Warning: Not to be used by elderly persons or by children under six years of age unless directed by physician. Do not exceed recommended dosage. Not for frequent or prolonged use.

A. Use as often as needed for relief of discomfort.

B. If used by elderly persons, dosage should be decreased.

C. If directions on label are carefully followed, medication can be taken indefinitely.

D. Physician must be contacted before giving medication to an infant.

Stimulus Attributes

1. Each item will consist of a safety warning or caution such as those found on medicine containers, household cleaning agents and maintenance products, insecticides, and on publicly posted signs alerting individuals to potential danger (e.g., High Fire Danger. No Smoking in Area). A set of alternatives will follow from which students are to select the statement which describes a course of action consistent with the instructions and/or recommendations given in the safety warning.

2. Safety warnings will consist of no more than five sentences and will be written using the symbols, terminology, phrases, and statements as they actually appear on signs and labels such as those referred to above. Product names will not be included.

3. Safety warnings will include the following:

   (a) Warning statements in relation to conditions for use of medications (e.g., age or physical conditions of individual which would restrict or prohibit use, or further use, of medicine; recommended dosage; means of administering medication: internal vs. external use)

   (b) Warnings regarding misuse or abuse of product

   (c) Recommendations for counteracting the effects resulting from accidental ingestion or misuse of product

   (d) Warnings regarding the storage or disposal of product and/or container

   (e) Publicly posted signs alerting individuals to potential dangers such as the following:

(1) Do Not Proceed - Bridge Unsafe

(2) Slow - Construction Ahead.

(3) Bad Road - Proceed at Your Own Risk

(4) Blasting Area - No Radio Transmission

(5) Pedestrians Prohibited

4. A sample list of safety warning frequently found on labels is included in the Supplement.

Response Attributes

1. The response set for each item will consist of the correct response and three distractors. The correct response will be the one statement which describes a course of action consistent with the instructions and/or recommendations given in the safety warning.

2. Distractors will be selected to exemplify the following comprehension errors:

   (a) Misinterpretation of terminology: the specialized vocabulary used in safety warnings and cautions for various products is not understood. Such a distractor will present an incorrect paraphrase of terminology used in the safety warning.

   (b) Misinterpretation of syntax: the phrasing used in a particular safety warning, including qualifying phrases such as "only if," comparative phrases such as "not more than," and relationship words such as "however" is not understood. Such a distractor will present an incorrect paraphrasing of the section in the safety warning.

   (c) Misinterpretation of sequence: the order in which a particular safety warning specifies that a process or procedure is to be executed is not understood. Such a distractor will present an action sequentially inappropriate to the instructions or recommendations given in the warning.

Supplement

Safety Warnings Frequently Found on Labels of Medicines and Household Cleaning and Maintenance Products

Warning--Do not exceed recommended dosage. Overdosage or continued use may result in serious blood disturbances.

Caution--Do not use in the eyes. Not for prolonged use. If the conditions for which this preparation is used persists or if a rash develops, discontinue use and consult physician.

Caution--In case of deep or puncture wounds or serious burns consult physician. If redness, irritation, swelling, or pain persists or increases or if infection occurs, discontinue use and consult physician. Do not use in the eyes.

Caution--This preparation may cause drowsiness. Do not drive or operate machinery while taking this medication. Do not give to children under six years of age or exceed the recommended dosage unless directed by physician.

Caution--Do not apply this preparation to broken skin. If irritation develops, discontinue use.

Warning--Frequent or prolonged use may cause serious injury. Do not exceed recommended dosage.

Warning--Not to be used by elderly persons or by children under six years of age unless directed by physician. Do not exceed recommended dosage. Not for frequent or prolonged use. If dryness of the mouth occurs, decrease dosage. Discontinue use if rapid pulse, dizziness, or blurring of vision occurs.

Warning--Boric Acid is not to be used as a dusting powder, especially on infants. Do not take internally. Use only as a solution. Do not apply to badly broken or raw skin, or to large areas of the body.

Caution--Use only as directed. Do not give to children or use in the presence of kidney disease. If skin rash appears or if nervous symptoms persist, recur frequently, or are unusual, discontinue use and consult physician.

Warning--For external use only. Use according to directions. Do not apply to large areas of the body. If applied to fingers or toes, do not bandage.

Warning--Do not use when abdominal pain, nausea, vomiting, or other symptoms of appendicitis are present.

Warning--Persons with a high fever or persistent cough should not use this preparation unless directed by physician.

Caution--Do not apply to irritated skin or if excessive irritation develops. Avoid getting into the eyes or on mucous membranes.

Caution--If pain persists for more than 10 days, or redness is present, or in conditions affecting children under 12 years of age consult a physician immediately.

Warning--For inhalation only. Reduce dosage if bronchial irritation, nervousness, restlessness, or sleeplessness occurs. Do not use if high blood pressure, heart disease, diabetes, or thyroid disease is present unless directed by physician.

Caution--Do not exceed recommended dosage. Overdosage may cause nervousness, restlessness, or sleeplessness. Do not use for more than 3 or 4 consecutive days unless directed by physician.

Warning--For external use only. If taken internally serious gastric disturbances will result.

Caution--This product cannot be made non-poisonous. Avoid contact with eyes. Use only with adequate ventilation.

Caution--Flammable--Vapor Harmful. Use only in well ventilated areas. Avoid inhalation. Keep away from heat.

Caution--Flammable. Keep away from heat and open flame. Do not store in open or unlabeled containers.

First Aid: In case of contact with eyes, flush thoroughly with water. If swallowed, induce vomiting (give a tablespoonful of salt in a glass of warm water). Repeat until vomit fluid is clear. Follow with milk. Call a physician immediately.

Caution--DANGER...Extremely flammable mixture. Do not use near fire or flame. Harmful or fatal if swallowed. Avoid frequent or prolonged contact with skin. Use only in well ventilated area. If swallowed, do not induce vomiting. Call physician immediately.

Caution--Contains sodium hydroxide. If swallowed, give one or two glasses of water or milk. In case of contact with

eyes, flush thoroughly with water and get medical attention immediately. Upon contact with skin, wash thoroughly with soap and water. Avoid inhaling vapors.

Warning: Contents under pressure. Never puncture or throw container into fire. Never set container on stove, radiators or place where temperature will exceed 120 degrees, which may cause it to burst.

Warning: Before spraying for insects, all foods should be removed or thoroughly covered. All food processing surfaces should be covered during treatment or thoroughly cleaned before using. When using the product in food processing areas, apply only when food is not being prepared. Do not remain in treated areas. Ventilate the area after treatment is completed. Remove pets, birds, and cover fish aquariums before spraying.

TEST SPECIFICATIONS

COMPREHENDS GRAPHIC ILLUSTRATIONS

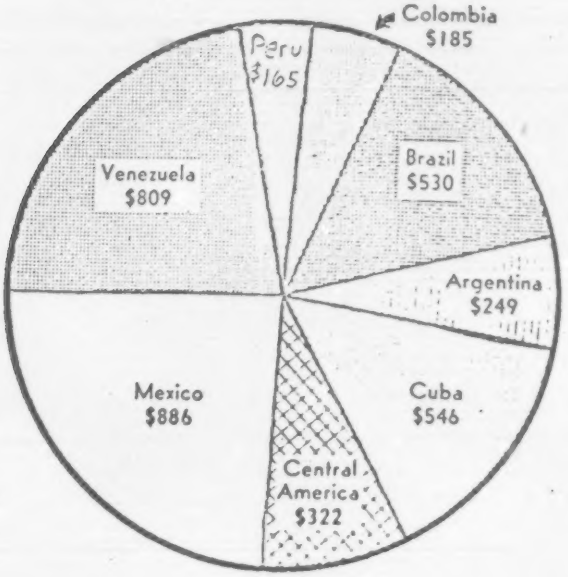
General Description

Students will be presented with a graphic illustration such as a table, graph, or map and a set of statements keyed to the data depicted in the graphic illustration. Students will select from a set of alternatives the one statement which provides a correct interpretation of the data presented graphically.

Sample Item #1

Directions: Based on the information provided in the graph below, which one of the following statements is correct. Mark the letter of your answer on your answer sheet.

IMPORTS FROM THE UNITED STATES
IN MILLIONS OF DOLLARS



Sample Item #1 (continued)

A. The country that sold the greatest amount of goods to the U.S. is Mexico.

B. Argentina bought more goods from the U.S. than Peru.

C. The country that imported the largest amount of goods was Venezuela.

D. Shaded areas on the graph refer to countries that export goods to the U.S.

Sample Item #2

Based on information provided by the map below, which one of the following statements is correct?

A. In Denver, it was cloudy 90% of the day.

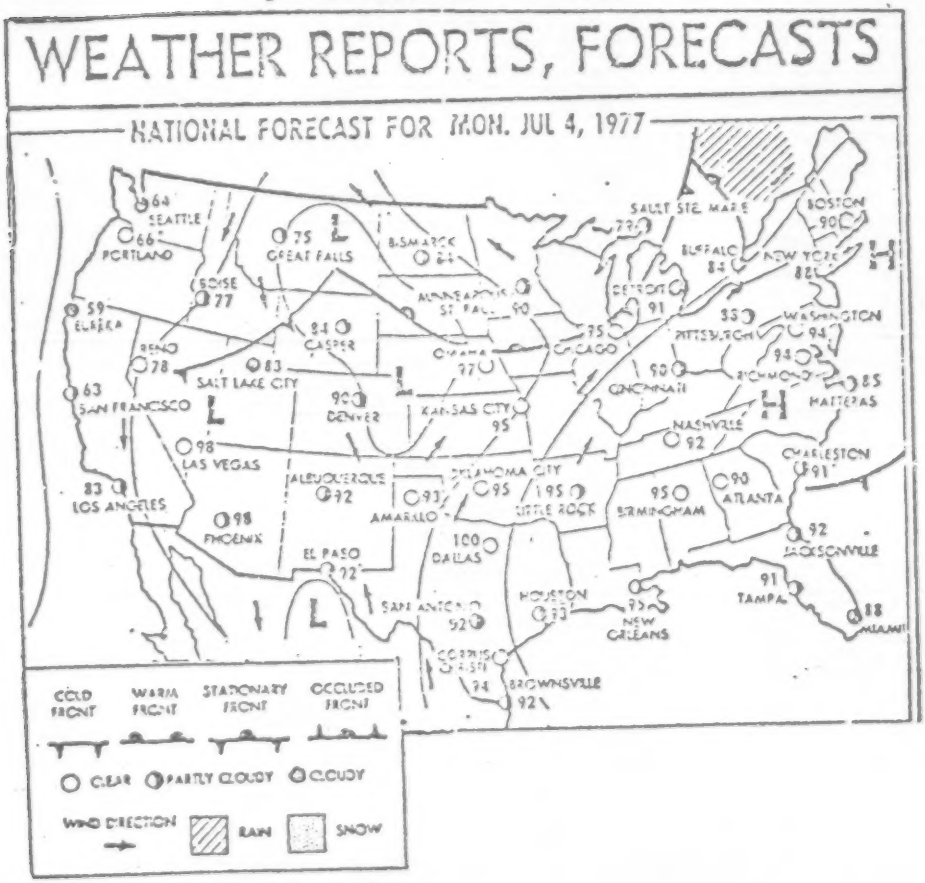
B. No information is provided regarding the snow conditions in the United States.

C. The northwestern portion of the country was cooler than the southeastern portion.

D. Miami had rain for half the day.

WEATHER REPORTS, FORECASTS

Temperatures Across the Nation



Stimulus Attributes

1. An item will be based on one particular table, graph, of map.

2. Each graphic illustration will have one or more test items based on it; related items will be grouped into one consecutive set on an examination.

3. Mathematical computation will not be required in order to answer any question.

4. For each item, students will be required to do one or more of the following:

   (a) Comprehend the meaning of titles and headings used in the graphic illustration

   (b) Use headings in order to correctly interpret the data presented in graphic illustration

   (c) Use the key and/or legend in order to derive meaning from the graphically illustrated information. Symbols to be included in keys and/or legends will be selected from the following:

      (1) standard topographic map symbols

      (2) compass rose

      (3) scale of miles

      (4) weather map symbols commonly used by National Forecast Service (see sample item)

      (5) arbitrarily selected symbols representing persons, places, or things so long as they are clearly drawn and labeled

5. Graphic illustrations will consist of the following elements:

   Tables

   (a) Tables will present data related to transportation schedules and fares, consumer information

(e.g., calorie charts, nutritive values of foods), political data (e.g., election results), and sports

(b) Each table will include an appropriate title

(c) Tables will consist of between eight to twelve columns; and no fewer than 20 or more than 80 rows

(d) Columns and rows will be headed by titles

Graphs

(a) Graphs presented to students will be of three types: bar graph, circle graph, and line graph

(b) The following types of graphs will NOT be used:

(1) pictographs

(2) graphs with floating axis

(3) graphs with a broken axis

(c) A bar graph will include an appropriate title; also titles for vertical and horizontal axes will be included. Bar graphs may be either vertical or horizontal. Each bar will be of the same width, evenly spaced and clearly labeled. Multi-bar graphs may be used, but no more than three sets of data may be presented. A key will accompany each bar graph.

(d) A circle graph will include an appropriate title. Each portion of the circle will be clearly labeled. Portions may be labeled with percentages, fractions, or whole numbers.

(e) A line graph will include an appropriate title; also titles for vertical and horizontal axes will be included. Line graphs will present no less than two or more than three sets of data for students to compare and/or contrast. A key will accompany each line graph.

Maps

(a) Maps eligible for testing will include weather

maps, population maps, and road maps.

(b) Maps will include an appropriate title and a key or legend to explain the meaning of any symbols used on the map.

(c) City maps will include a compass rose and a scale of miles to be expressed graphically as inches to miles.

6. The items on a given examination will be selected to sample at least one graphic illustration from each of the above categories (tables, graphs, and maps).

Response Attributes

1. Four response options will follow each item. Alternatives will consist of the correct response and three distractors.

2. Distractors will be selected to exemplify the following errors:

(a) Misinterprets titles or headings used in graphic illustrations. Such a distractor will present either an incorrect paraphrase of a title or heading used in the illustration or an inaccurate term or phrase to describe the data corresponding to a particular title or heading used in the illustration.

(b) Inability to determine the relative value(s) of two or three sets of data presented for purposes of comparison. Such a distractor will present an inaccurate statement regarding the comparative value of the factors presented in the graphic illustration (e.g., commodities, time, money).

(c) Inability to interpret symbols (e.g., compass rose, scale of miles, other clearly drawn and labeled symbols) used in keys or legends.

(d) Lacks directional sense. Such a distractor will present a statement which incorrectly identifies the direction of one location on the map from another.

(e) Draws conclusions on basis of insufficient information. Such a distractor will present a statement which cannot be verified on the basis of information presented in the illustration.

3. The correct answer will be the statement which provides a correct interpretation of the data presented in the graphic material.

TEST SPECIFICATIONS

COMPREHENDS TECHNICAL DOCUMENTS AND PUBLICATIONS

General Description

Given a description of a hypothetical situation in which an individual may wish to act and a particular technical document, or portion thereof, the student will select from a list of alternatives the one statement which describes a course of action consistent with the conditions and/or provisions set forth in the document.

Sample Item

Directions: For each of the situations described below, decide which action is most appropriate based on the conditions set forth in the lease.

LEASE

AND THE LESSOR AND LESSEE for themselves, their heirs, executors, administrators and assigns do hereby covenant to and with each other as follows:

1. That the aforesaid rental shall include the cost of gas for normal cooking purposes and electricity for normal lighting and usual household appliance purposes used by Lessee on said premises. PROVIDED HOWEVER, that the Lessor shall not be liable to Lessee or to any person for damages or injury resulting from temporary failure of the electric or gas service. Lessee agrees not to install or operate in said apartment or building, any electric air conditioning machine, washing machine, or deep freeze, nor erect any outside television aerials without first obtaining the written consent of the Lessor, which consent may be revoked by Lessor at any time.

2. The Lessor shall not be liable for failure to deliver possession of said premises at the time stipulated herein as the date of the commencement of the tenancy, nor shall such failure excuse the

Lessee's obligation hereunder, except that in the event of delay on part of Lessor in delivering said premises to Lessee, the rent herein stipulated to be paid by Lessee shall be abated for the period from the date of the commencement specified in this agreement to the date possession is tendered to Lessee.

3. The Lessor hereby covenants and agrees with the Lessee to furnish without additional cost, hot and cold water to all fixtures provided for the same, heat at all proper seasons of the year to radiators where installed, electric light bulbs and electric fuses at the time when Lessee takes possession but not thereafter. If Lessor shall furnish Venetian Blinds, same are to remain the property of Lessor.

The Lessor has installed an electric refrigerator and gas range in the demised premises, and under no condition shall said equipment be removed from said premises. The use by Lessee of his own or any other such equipment in said premises is hereby expressly prohibited.

4. And the said Lessee agrees that he will not use said premises or any part thereof for any disorderly, improper, objectionable or unlawful purpose, or for any other purpose than as a private dwelling as aforesaid; that he will not transfer or assign this agreement or sublet or transfer possession of said premises or any part thereof, to any person or persons without the written consent of Lessor first being obtained, and only then under conditions as set forth by the Lessor; and he will not permit any additional persons to occupy the apartment without written permission of Lessor; that he will not place any signs or other advertising matter upon the doors, windows or walls of said demised premises or said building; and said Lessee agrees that if said Lessor shall deem the tenancy of said Lessee undesirable by reason of objectionable or improper conduct on the part of said Lessee or his family or visitors to his apartment, or by reason of conduct or actions of the persons aforesaid, or any of them, causing annoyance or disturbance to other tenants in said building or adjoining buildings, then said Lessor reserves the right to terminate this agreement by giving Lessee personally, or by leaving at the demised apartment, a five days' written notice to quit and vacate said demised premises and may take possession thereof without legal process or may avail itself of any remedy provided by law for the restitution of possession.

1. It is a very hot summer and your apartment is uncomfortably warm. You would like to have an electric air conditioner installed in your apartment. According to the lease, which one of the following actions would be most appropriate?

A. Purchase and install the air conditioner since the lease places no restrictions upon such an action.

B. Obtain verbal permission from the landlord before buying and installing the air conditioner in your apartment.

C. Demand an air conditioner on the basis that the landlord agreed (in the terms of lease) to furnish all equipment suitable to the seasons of the year.

D. Obtain the written consent of the landlord before installing the air conditioner in the apartment.

Stimulus Attributes

1. For each item, students will be presented with a particular technical document, or portion thereof. An item will be based on any portion of the document so long as that section places restrictions upon or makes recommendations for an action an individual in a given situation can or must take. The technical documents eligible for testing are listed in the Supplement.

2. A particular document will have one or more test items based upon it; all of these items will be grouped into one consecutive set on an examination.

3. The item stem will consist of a brief hypothetical description of a situation in which an individual must decide on an appropriate course of action. The situation description portion of an item will ask what action should result from the circumstances that it sets. These circumstances must be set forth in the portion of the document presented to students and must be specific enough to lead to a single course of action.

4. The hypothetical situation presented in the item stem will be no longer than 75 words in length and will be at no higher than an eighth grade reading level.

5. The items on a given examination will be selected to sample at least five of the document subcategories (at least two subcategories listed under Government Documents and Publications and at least two subcategories listed under Consumer Documents) listed in the Supplement.

Response Attributes

1. Four response options will follow each item. The correct answer and (3) corresponding distractors will each describe an action that could logically be considered consistent with the conditions and/or provisions set forth in the document and appropriate to the circumstances described in the item stem.

2. Response options will be phrased to answer grammatically, logically, and concisely the question asked by the item stem.

3. Distractors will be statements of actions that might be inferred from an incomplete matching of the circumstances given in the situation description with the stipulations set forth in the technical document upon which the item is based. In order to appear plausible, a distractor for a given item will contain at least one idea in common with either the situation description's circumstances or the document presented.

4. Distractors will be selected from the following categories of comprehension errors. At least two categories will be represented in each set of alternatives.

    (a) Incomplete identification of circumstances: All the conditions given in the situation description are not satisfied by the proposed course of action. Such a distractor will describe an action which satisfied only a portion of the circumstances set.

(b) Misinterpretation of terminology: The specialized vocabulary of a particular document is not understood. Such a distractor will present either an incorrect paraphrase of terminology contained in the document or an inaccurate term to describe concepts contained in the document.

(c) Misinterpretation of syntax: The complex phrasing of ideas in a particular document, including qualifying phrases such as "only if," comparative phrases such as "not more than," and relationship words such as "however," is not understood. Such a distractor will present an incorrect paraphrasing of a section of the document.

(d) Misinterpretation of sequence: The order in which a particular document specifies that a process or procedure is to be executed is not understood. Such a distractor will present an action sequentially inappropriate to the circumstances given.

5. The correct answer for an item will be the statement which describes the action inferred from a complete matching of the circumstances given in the situation description with the stipulations of the technical document presented. The correct answer will either directly quote or paraphrase the document.

Supplement

Documents to be used with this set of specifications are those commonly encountered by adults in day-to-day living. These documents are divided into two major categories: Government Documents and Publications and Consumer Documents and Publications. These two categories are broken down into subcategories.

I. GOVERNMENT DOCUMENTS AND PUBLICATIONS

A. Election Documents

1. Sample ballots for state and local elections
2. Voter pamphlets with analyses of state and local ballot measures

B. Transportation Documents

1. California Driver's Handbook
2. Publications distributed by the Department of Motor Vehicles

C. General Information Documents

1. Publications available from Superintendent of Documents, United States Government Printing Offices

a. Employment related booklets

b. Consumer-related booklets

II. CONSUMER DOCUMENTS AND PUBLICATIONS

A. Warranties

B. Leases

C. Sales Contracts

D. Insurance Policies

E. Loan and Credit Agreements

F. Consumer Information Documents

TEST SPECIFICATIONS

COMPREHENDS INFORMATION GIVEN ON FORMS AND APPLICATIONS

General Description

When presented with a standard form or application or portion thereof, students will answer questions which are keyed to the form by selecting from a set of alternatives the one response or action which is in accord with the instructions or provisions set forth in the form.

Sample Item

Directions: Read the form below. Then use the information presented in the form to answer the questions which follow. Mark the letter of your answer on your answer sheet.

APPLICATION FOR SOCIAL SECURITY NUMBER

Information Furnished On This Form is CONFIDENTIAL

INSTRUCTIONS

One Number is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given to Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1. Your social security card will be typed with the name shown in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

For District Office Use

3. If not born in the USA, enter the name of the country in which you were born. 5. If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather." 10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement. 11. If you get your mail in the country, show your R.D. Route, and Box number, if at the post office, show your P.O. Box No; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address. 14. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")	For Bureau of Data Processing

According to the Application for a Social Security Number, what should you do if mail sent to you is not normally received at the address you gave on the form?

A. Include your R.D. Route and Box number

B. Include your P.O. Box number

C. Include the town or post office name

D. Include an "in care of" address

Stimulus Attributes

1. An item will be based on any portion of a form or application so long as that section provides instructions, provisions, or recommendations for a response or action an individual can or must take with respect to:
   (a) completing the form
   (b) returning the completed form
   (c) follow-up activities related to the form.
2. A particular form or application will have one or more test items based upon it; these items will be grouped consecutively on an examination.
3. The item stem will consist of a question keyed to a particular instruction, provision, or recommendation contained on the form. The question will consist of no more than 50 words and will be at no higher than an eighth grade reading level.
4. The question portion of an item will ask either
   (a) what response or action is appropriate to the circumstance(s) that it sets with respect to the instructions or recommendations given on a form
   (b) what response or action is appropriate with respect to the instructions or recommendations on a form (no circumstances will be set in the question portion of such an item stem)
5. The circumstance(s) set in the question portion of an item stem and the instructions or recommendations set forth in the form must be specific enough to lead to a single response or action.

6. The forms eligible for testing are listed in the Supplement. The items on a given examination will be selected to sample at least four of the categories listed in the Supplement.

Response Attributes

1. Four response options will follow each item. The correct answer and (3) corresponding distractors will each describe a response or action that might plausibly be stipulated by the instructions set forth in the form.

2. Response options will be phrased to answer gramatically, logically, and concisely the questions asked by the item stem. If an action remains constant across all four response options (i.e., the same action verb is used) while the objects of that action vary, these objects may be listed without an accompanying verb.

3. Distractors will be statements of actions or responses that might be inferred from an incomplete or inappropriate matching of the instructions or recommendations given in the form with the question set forth in the item stem.

4. In order to appear plausible, a distractor for a given item will contain at least one idea in common with either the circumstances set in the question portion of the item or the instructions presented in the form.

5. Distractors will be selected to exemplify the following comprehension errors:

   (a) Incomplete identification of circumstances: The circumstance or situation set forth in the question portion of the item stem is not satisfied by the proposed action or response. Such a distractor will describe an action or

a response recommended somewhere other than in the pertinent section of the form.

(d) Misinterpretation of syntax: The phrasing of ideas in a particular form, including qualifying phrases such as "only if," comparative phrases such as "not more than," and relationship words such as "however," is not understood. Such a distractor will present an incorrect paraphrasing of a section of the form.

(e) Misinterpretation of sequence: The order in which the instructions on a particular form specifies that a process or procedure is to be carried out is not understood. Such a distractor will present a response or action sequentially inappropriate to the circumstance set in the question portion of the item.

6. The correct response will be a statement which describes the response or action consistent with an appropriate and complete matching of the instructions set forth in the form and the question in point (satisfying all conditions stipulated therein) set forth in the item stem.

Supplement

I. ELECTION FORMS

A. Voter Registration Form

II. INCOME TAX FORMS

A. Federal Tax Forms
B. State Tax Forms

III. EMPLOYMENT RELATED FORMS

A. Application for Employment
B. Application for Civil Service Exam

IV. DEPARTMENT OF MOTOR VEHICLES FORMS

A. Application for Instruction Permit
B. Application for Driver's License
C. Change of Address Form
D. Application for Duplicate Registration Card
E. Notice of Sale or Transfer of Vehicle

V. INSURANCE FORMS

A. Application for State Disability Benefits
B. Dental Claim Forms
C. Medical Claim Forms

VI. CONSUMER FORMS

A. Credit Applications
B. Order Forms

VII. MISCELLANEOUS GOVERNMENT FORMS

A. Application for a Social Security Number
B. Application for Medical Assistance

TEST SPECIFICATIONS

COMPREHENDS CONSUMER APPEALS IN ADVERTISEMENTS

General Description

Students will be presented with a fictitious advertisement which reflects a technique representative of one of the following categories: straightforward advertising, bandwagon, plain folks, testimonial, transfer, name calling, glittering generality, and special offer. Students will select from a set of alternatives the advertising technique employed in the advertisement.

Sample Item

Directions: Most advertisements ask you to buy something. Some advertisements are straightforward, that is, they don't try to influence your thinking by using a gimmick. Some advertisers, however, use certain techniques to persuade you to buy their product. Read the description of each of the propaganda techniques listed below. Then read the advertisements which follow. For each ad, decide if the advertiser uses a straightfoward approach or a particular propaganda technique. Mark the letter of your choice on your answer sheet.

Propaganda Techniques

TESTIMONIAL: In this approach, the advertiser has some well-known person or an expert endorse the product. Sometimes, the simple words of the average person are used. The advertiser wants the public to react in the same way the person in the ad does.

BANDWAGON: This is a follow-the-crowd approach; it tries

to persuade you to "team with the winner."

PLAIN FOLKS: In this technique, the advertiser portrays himself as one of the "people" in order to gain acceptance and favor.

TRANSFER: This approach involves associating the product with someone or something respected, admired, or desired.

NAME CALLING: In this approach, the advertiser tries to get you to react by using words with unpleasant connotations (meanings).

GLITTERING GENERALITY: In this approach, the advertiser makes broad, general claims with no attempt at accuracy in order to put the product in the best possible light.

SPECIAL OFFER: These ads offer a money-saving coupon, free prize, or some other bonus for buying or trying the product.

THE DIFFERENCE AT POST SAVINGS AND LOAN IS "PEOPLE"

.....

Our folks get to know you.

THEY CARE!

An account is MORE than JUST dollars and cents with us! It's more than feeding a hungry computer!

IT'S PEOPLE

.....

COME IN TO POST SAVINGS AND LOAN

WE'D LOVE TO GET TO KNOW YOU

Which of the following advertising techniques is used in the above ad?

A. Plain Folks

B. Special Offer

C. Name Calling

D. Glittering Generality

E. Straightforward Advertising

Stimulus Attributes

1. Students will be presented with a real or fictitious ad consisting of 50 words or less. The ad may reflect a straightforward approach to selling a product or it may exemplify ONE of the following techniques:

   Testimonial, Bandwagon, Plain Folks, Transfer, Name Calling, Glittering Generality, Special Offer

2. Preceding the test questions on an examination, each of the seven techniques will be listed and briefly described.

3. Following each ad will be five alternatives consisting of the correct response and four distractors.

4. Only one advertising technique will be exemplified in an ad.

5. Products referred to in the ad will be those frequently encountered in day-to-day living.

6. Ads may be adapted from newspaper ads, magazine ads, billboards, circulars, etc., provided they are rewritten so that the actual names of persons or products are not used.

7. Each of the advertising techniques listed (see sample item) including the straightforward approach, will be reflected in a separate item in an examination. A particular technique may be exemplified more than once provided the technique is used in a different context.

Response Attributes

1. The response set for each item will consist of the correct answer and four distractors. Three of the distractors will be randomly selected from the list of advertising techniques listed on the first page of the Test Specifications. The fourth distractor will be the advertising technique referred to as "straightforward advertising," except when this technique is actually examplified in the advertisement (the stimulus part of an item). In this case, the term "straightforward advertising" becomes the correct answer and the fourth distractor will then be randomly selected from the advertising techniques listed.

2. The correct answer is the name of the advertising technique exemplified in the advertisement.

TEST SPECIFICATIONS

USES REFERENCE TOOLS: LOCATES INFORMATION

General Description

Students will be presented with a brief description of a situation in which a particular kind of information is required. Students will select from a set of alternatives the source (e.g., an atlas) or the location within a particular source (e.g., the index section of a book) which would most likely provide the desired information.

Sample Item

Directions: The person in the situation below needs to find a certain kind of information. Decide which of the following would be most helpful in providing the needed information. Mark the letter of your answer on your answer sheet.

> Kim, an eleventh-grade student, has to give a report on the life of Thomas Edison. Which one of the following reference books will be most helpful in getting Kim started on her report?

A. Dictionary

B. World Atlas

C. Current Biography

D. Dictionary of American Biography

Stimulus Attributes

1. Each item will describe in one or two sentences the kind of information needed by an individual. Following the situation description, students will be asked to select the source or location within a particular source where the desired information can be found.

2. Test items will describe situations requiring the following kinds of information:

   (a) Information on words: definitions, spelling, pronunciation, origin, and synonyms

   (b) Information on famous people now living

   (c) Information on famous people of former times (biography)

   (d) Information requiring the use of maps (Atlas)

   (e) First occurrences of major events (Famous First Facts)

   (f) Information regarding the current status and statistics of population, government, industries, etc. (Almanac)

   (g) Medical information

   (h) Information regarding specific location and size of countries, cities, rivers, etc.

   (i) Information regarding specific types of employment

   (j) Famous quotations

   (k) General information on specific topics (encyclopedia)

   (l) Information about the presidents not available elsewhere

   (m) Where to find an article that has been published in a magazine (Reader's Guide to Periodic Literature)

   (n) Where to find particular kinds of information

within books (e.g., table of contents, index, glossary, etc.)

(o) Where to find specific information in the newspaper (sections of the paper)

3. Reference materials eligible for testing are listed in the Supplement.

4. Items on a given examination will be selected to sample from no less than two reference sources listed in EACH of the categories listed in the Supplement.

Response Attributes

1. Five response options will follow each item. The correct response and three of the corresponding distractors will each name a specific source where the desired information could plausibly be found. The fourth distractor in each set of alternatives will consist of the words "None of the above." This response will always be placed last in the set of alternatives, and will always be a distractor since a correct response will be included in each set of alternatives.

2. Distractors will be selected from the list of reference materials listed in the Supplement. Care must be exercised in selecting distractors so that only one valid source of information for a particular item is presented in a set of alternatives.

3. All alternatives for an item will be selected from the same category in the Supplement as the correct response.

4. The correct answer for an item will be the reference which represents the best source for the desired information.

Supplement

Reference Books

Bartlett's Familiar Quotations
Current Biography
Dictionary of American Biography
Dictionary of English Language (standard dictionary)
Facts About the Presidents
Famous First Facts
Gazeteer
Guiness Book of World Records
Occupational Outlook Handbook
Popular Medical Encyclopedia
Reader's Guide to Periodic Literature
Roget's Thesaurus
Twentieth Century Authors
World Almanac
World Atlas
World Book Encyclopedia (or other standard encyclopedia)

Parts of a Book

Preface/Introduction
Table of Contents
Index
Bibliography
Appendix
Glossary

Newspaper Sections

Astrology
Book Review
Bridge
Classified
Crossword
Editorials/Outlook/Commentary
Films
Financial
Sports
TV-Radio
Weather
Travel
Real Estate
Food and Fashion

APPENDIX B

TEST ITEMS FOR

FUNDAMENTAL PEADING COMPETENCIES TEST

(2)

WASHINGTON--A pilot who tests supersonic jet fighters over St. Louis says he shouldn't be forced out of the cockpit, even at age 58.

The same goes for a 64-year-old attorney, a 60-year-old scientist and a 48-year-old tobacco company worker, all of whom say they're being pushed off the job--the victims of age discrimination.

When the Supreme Court reconvenes Oct. 3, it will find itself facing a wide range of cases charging discrimination solely on the basis of age.

The justices, themselves averaging age 64 and enjoying lifetime tenure, have agreed to hear one such case that raises an increasingly controversial issue: can workers be forced to retire before they're 65?

In that case--the first brought to the court under the federal Age Discrimination in Employment Act--a 60-year-old airline employee is contesting mandatory retirement under a company pension plan.

A decision will affect up to 14 million workers in the country now covered by similar plans requiring retirement before 65. Depending on its scope, a ruling could help strengthen--or weaken--age discrimination laws and proposed federal legislation that would sharply revise existing mandatory retirement policies.

(2) The main idea of the above article is:

(A) Governor Brown is in favor of mandatory retirement before 65.

(B) Supreme Court Justices will undoubtedly rule in favor of forced retirement since they, too, are forced to retire before 65.

(C) Airline pilots will be most directly affected by Supreme Court decision.

(D) Supreme Court Justices will rule on whether or not workers can be forced to retire before 65.

(3)

CAIRO--Amid signs of growing Arab disillusionment with the Carter Administration, foreign ministers of the Arab League met in Cairo Saturday to hammer out a unified strategy. In the words of one observer, it "will force President Carter to the moment of truth" on the issues of Israeli settlements and dialogue with the Palestinians.

It was the first formal gathering in six months of the Arab League Council, which is composed of the foreign ministers of 20 Arab countries and the Palestine Liberation Organization.

According to an Arab source, the council's members were unanimous in their desire to "put the Carter Administration's feet to the fire." Their only differences appeared to be over the question of how to go about doing it.

The Arabs plan to test American attitudes toward Israel's continued settlement of occupied territories in the West Bank area, as well as U.S. willingness to talk to the PLO later this month when the U.N. General Assembly convenes.

Although the Carter Administration has condemned Israel's recent establishment of new West Bank settlements and made conditional overtures to the PLO, which the Palestinians rejected, even the moderate Arab countries, such as Egypt, have expressed disappointment that the American stance so far has appeared to be more talk than action.

(3) The main idea of the above article is:

(A) Arab nations want U.S. to speak to PLO when U.N. General Assembly convenes.

(B) Arabs are seeking a way to force President Carter to prevent Israel from making any further settlement on the West Bank.

(C) Arabs want the Carter Administration to set fire to Israeli settlements.

(D) Arabs are pleased with American attitudes toward Israeli settlements.

(4)

SACRAMENTO--The Brown Administration's legislative blueprint for meeting California's water needs through the end of the century passed the Assembly Friday, virtually ensuring its enactment into law.

The bill--SB346, authored by Sen. Ruben Ayala (D-San Bernardino)--now goes to the Senate for concurrence in amendments made in the Assembly.

Concurrence by the Senate, which passed the bill June 23 on a 28-7 vote, would send the bill to Gov. Brown's desk.

State officials estimate that facilities called for under the bill would boost water supplies by more than 1 million acre-feet in the San Joaquin Valley and 300,000 acre-feet in the San Francisco Bay Area.

The legislation would authorize $3.5 billion in reservoirs, canals and other facilities that would enable the state Water Project and the federally operated Central Valley Project to keep pace with the demand for water.

The state's share of the costs, nearly $1.6 billion, would come from tidelands oil revenues and bonds to be paid off with revenues from operation of the state Water Project. The rest of the money would come from the federal government under legislation the state hopes to have introduced in Congress.

The bill also calls for water conservation action and programs for reclaiming water that otherwise would be wasted.

The Brown Administration water package also contains funds to help correct existing water-quality problems in the Suisun Marsh, a sprawling waterfowl habitat on the western edge of the delta, and in the south delta.

(4) The main idea of the above article is:

(A) In order for a bill to be enacted into law, it must be passed by both the Assembly and the Senate.

(B) New water plan will correct existing water-quality problems in the Suisun Marsh area.

(C) Brown's water plan must be approved by President Carter.

(D) If passed, water facilities called for in Brown's water plan will boost California's water supplies.

(5)

JAKARTA, Indonesia--A powerful earthquake struck the eastern Indian Ocean between Australia and Indonesia Friday, rattling tall buildings as far away as Perth, Australia, more than 1,000 miles to the south.

Worst hit appeared to be the mountainous, sparsely populated island of Sumba, part of Indonesia's Nusatenggara island chain, stretching from Java to Timor. Local officials there reported that several buildings collapsed in the main town of Waingapu.

Officials there reported that it was not yet known whether there were any deaths or injuries. Fishing boats on the south of the island were found crushed by tidal waves, they added.

Earthquake monitoring stations around the world reported the strength of the quake at between 7.7 and 8.9 on the Richter scale. However, while Sweden's Uppsala center measured the quake at 8.3 on the Richter scale, scientists in Vienna recorded an enormous magnitude of 8.9 points. Vienna later reported that their seismographs may have malfunctioned.

The U.S. Geological Survey in Golden, Colorado measured the quake at 7.7 on the Richter scale.

(5) The main idea of the above article is:

(A) A powerful earthquake rocked a large area between Australia and Indonesia.

(B) Tidal waves, caused by the recent earthquake, crushed a number of fishing boats on the south side of the island.

(C) Densely populated area in Sumba was hard hit by a major earthquake.

(D) Differences in reports between earthquake monitoring stations appear to indicate that Friday's earthquake may actually have been a minor one.

TEST #2 - SAFETY WARNINGS Form A

DIRECTIONS: Safety warnings should be carefully read, understood, and followed. Otherwise, you risk hurting yourself and/or someone else. The examples below were taken from actual safety warnings found on signs and labels frequently encountered in daily living. Read each safety warning. Then decide which course of action is most appropriate. Mark the letter of your answer on your answer sheet.

(6)

> Caution: This product should not be used by elderly persons or by children under six years of age unless directed by physician. Do not exceed recommended dosage. Not for frequent or prolonged use.

(A) Use as often as needed for relief of discomfort.
(B) Decrease dosage if used for elderly persons.
(C) Do not give to infants unless told to do so by your doctor.
(D) You may use this medication as often as needed for up to one year.

(7)

> Caution: Apply topically three times daily for relief of mild sunburn. For external use only. Do not apply to large areas of body.

(A) Apply to skin once every third day.
(B) Take by mouth three times daily.
(C) Put on skin three times a day.
(D) Apply topically for three days only.

(8)

> Caution: Use only as directed. Do not give to children or use in the presence of kidney disease. If skin rash appears or if nervous symptoms persist, recur frequently, or are unusual, discontinue use and consult physician.

(A) Use to relieve symptoms associated with kidney disease.
(B) If abnormal symptoms appear, stop using medication.
(C) Use as often as needed for relief.
(D) If rash develops, reduce dosage and consult physician.

(9)

Caution: Contents are flammable. Harmful or fatal if swallowed. Avoid contact with skin. Use only in well-ventilated area. If swallowed, do not induce vomiting. Call physician immediately.

(A) Contact physician if contents are accidentally spilled on skin.

(B) Don't smoke while using this product.

(C) If swallowed, make the person throw up immediately.

(D) Use in closed areas to avoid spread of fumes.

(10)

BLASTING AREA
NO RADIO TRANSMISSION

(A) Do not turn your radio on until after the blast.

(B) Do not transmit messages by telephone in this area as this may unexpectedly set off the blast.

(C) Keep radio volume very low while driving through this area.

(D) Keep your radio turned off until you are out of the area.

(11)

Caution: For inhalation only. Do not use if high blood pressure, heart disease, diabetes, or thyroid disease is present unless directed by physician.

(A) Take deep breaths to get medication deep into the lungs.

(B) Take this medication by injection.

(C) Apply medication to affected areas of skin only.

(D) Take this medication in the presence of your doctor only.

(12)

Caution: Contains sodium hydroxide. If swallowed, give at least one glass of water or milk and call physician immediately. In case of contact with eyes, flush thoroughly with water and get medical attention immediately. Upon contact with skin, wash thoroughly with soap and water. Avoid inhaling vapors. During use, wear rubber gloves.

(A) If swallowed, immediately induce vomiting by making the person drink a mixture of equal parts of milk and water.

(B) If swallowed, flush person's mouth thoroughly with water and get medical attention immediately.

(C) Do not give victim more than two glasses of liquid to drink.

(D) If swallowed, give victim a glass of milk or water and call the doctor.

(13)

DANGEROUS ROAD AHEAD
PROCEED WITH CAUTION

(A) Maintain a 10-miles-per-hour speed.
(B) Be alert for possible danger in the road.
(C) Get through the area as quickly as possible.
(D) Follow the detour signs.

(14)

Caution: Persons with a high fever and/or persistent cough should not use this preparation unless directed by physician.

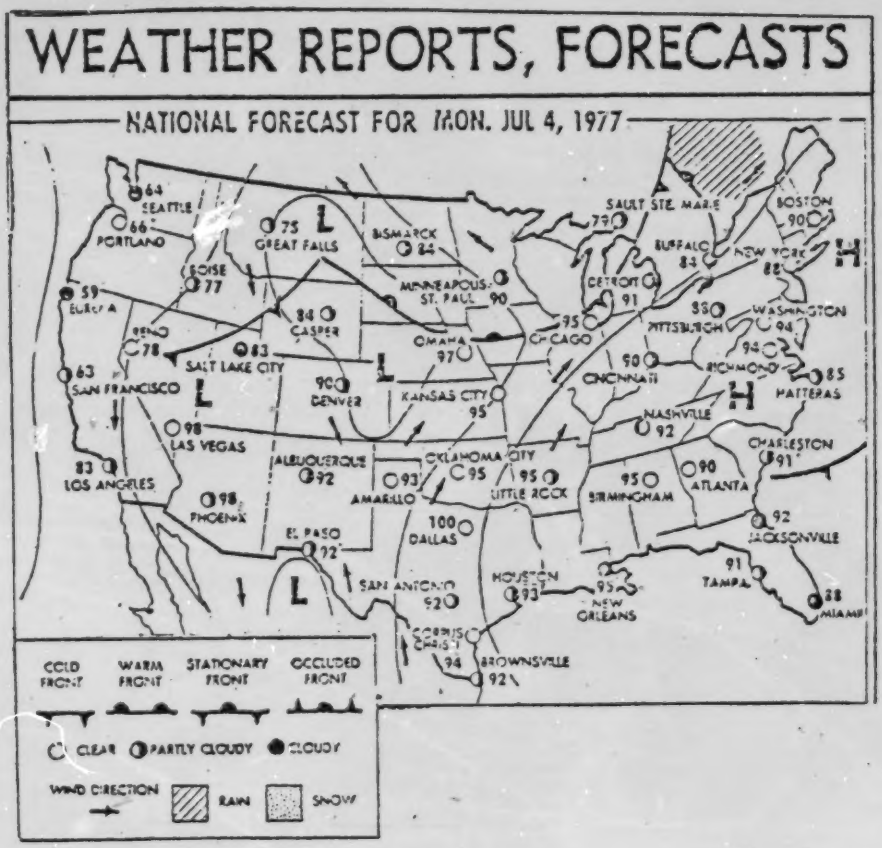
(A) Use only if cough has persisted for 4 weeks or more.
(B) Use only if you have a high fever and a bad cough.
(C) If your temperature is 102, don't use this medication.
(D) If you have a fever, take this medication along with aspirin.

(15)

SLOWER
TRAFFIC
KEEP
RIGHT

(A) Move to the right lane if you must drive slower than the normal traffic flow.
(B) Move to the right lane to avoid the heavy traffic ahead.
(C) Increase speed in order to keep up with all faster moving vehicles.
(D) Reduce speed immediately.

DIRECTIONS: Study each graphic illustration. Then read the statements which follow it. Based on the information presented in the illustration, decide which statement is correct. Mark the letter of your answer on your answer sheet.



(16) Based on information presented on the weather map above, which one of the following statements is correct?

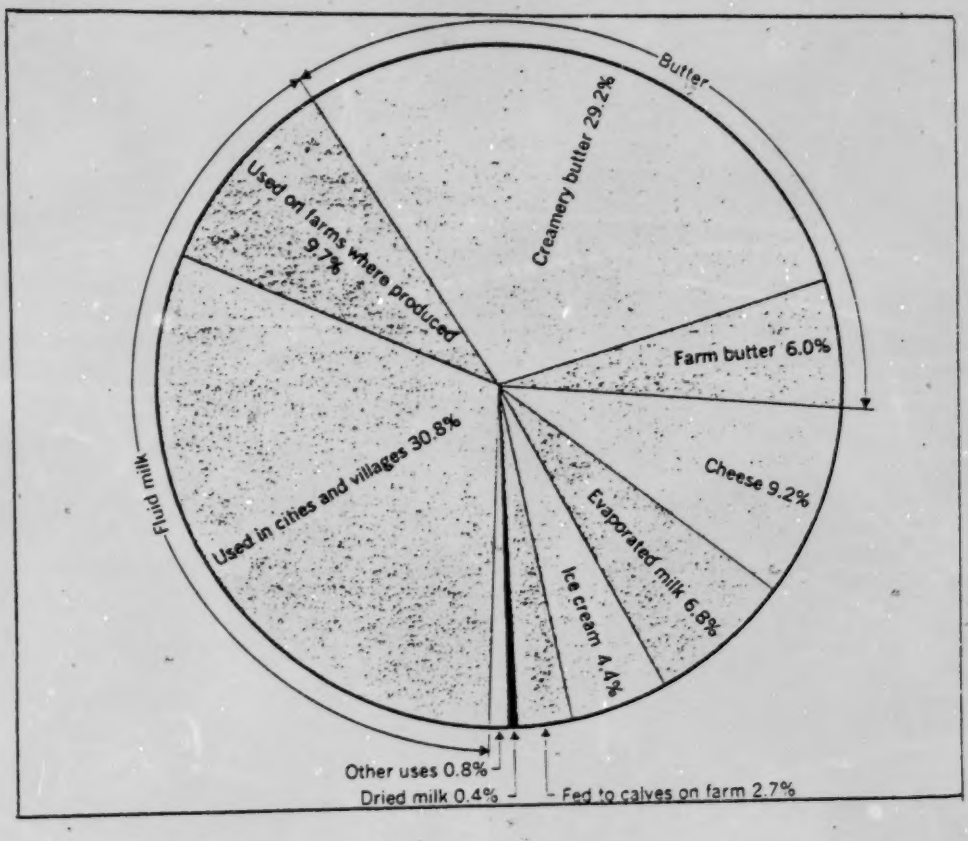
A. Rain was predicted for Denver.

B. A warm front was moving toward Salt Lake City.

C. It was predicted that the northwestern portion of the U.S. would be cooler than the southwestern portion.

D. The map predicted snow in the U.S. on that day.

MILK AND ITS USES



(17) Based on information presented in the graph above, which one of the following statements is correct?

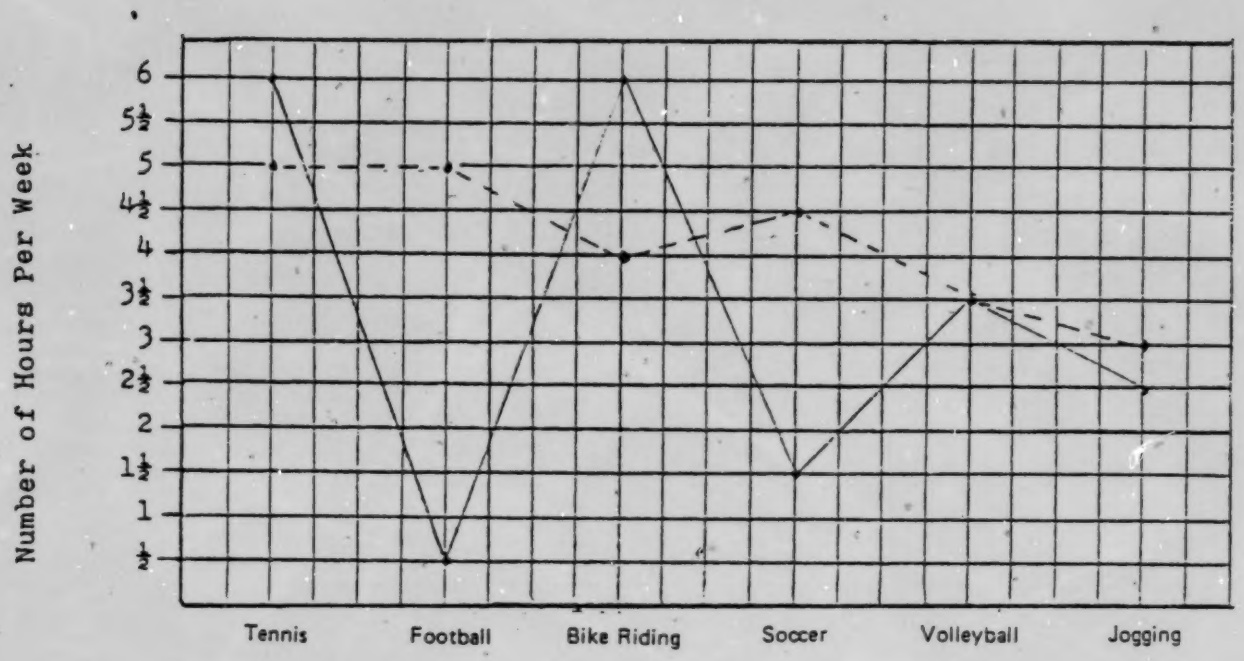
A. The percentage of milk used to make cheese was equal to the percentage of milk used to make butter.

B. The percentage of milk used as fluid milk was greater than the percentage used for butter.

C. Of all milk used, the smallest percentage was used for making ice cream.

D. Of all milk used, the greatest percentage went for uses other than those presented in the graph.

AVERAGE NUMBER OF HOURS PER WEEK SPENT ON
SPORTS ACTIVITIES BY TEEN-AGERS



Key: ----- boys
_____ girls

(18) Based on the information provided in the graph above, which one of the following statements is correct?

A. Soccer is the least popular sport for girls.

B. Volleyball is more popular with the boys than bike riding is with the girls.

C. Boys spend the same amount of time per week playing football as they do playing soccer.

D. Girls spend more time on tennis and bike riding than they do on football and soccer.

(19) Based on the information provided in the graph above, which one of the following statements is correct?

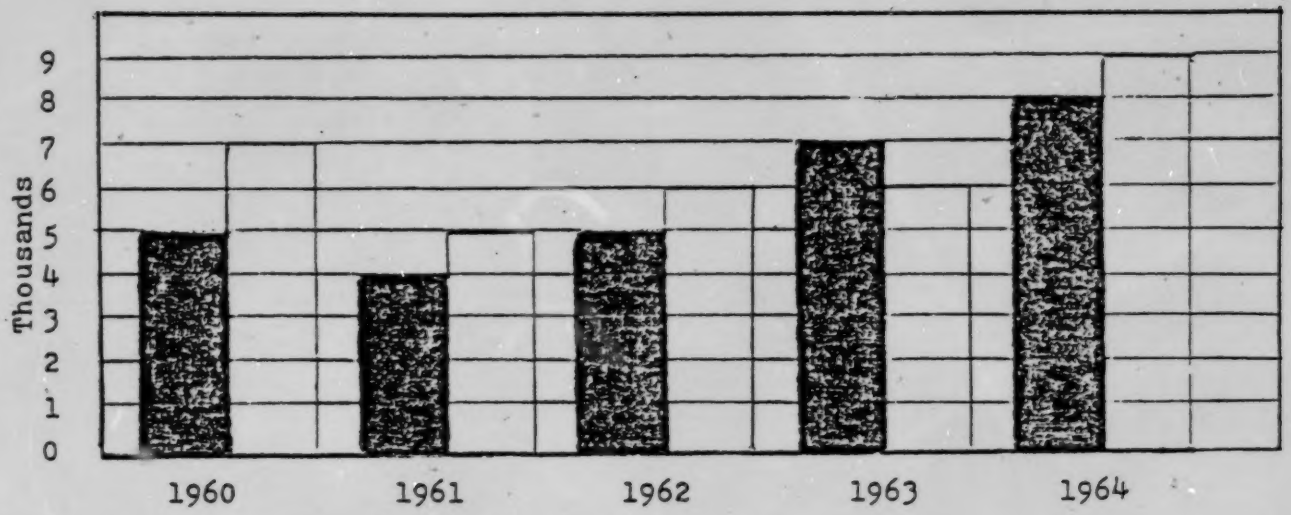
A. The amount of time girls spend on volleyball is equal to the amount of time boys spend playing volleyball.

B. Girls spend more time jogging than do boys.

C. Boys spend more time playing tennis than girls do.

D. Jogging is the least popular sport for both boys and girls.

NUMBER OF SOME PEDESTRIAN INJURIES IN ONE U.S. CITY



Key: Jaywalking (crossing between intersections)

Crossing at intersections against the light

(20) Based on the information presented on the above graph, which one of the following statements is correct?

(A) From 1960-1964 inclusive, there was a steady increase in the number of pedestrian injuries due to jaywalking.

(B) In 1960, there were two thousand more injuries due to crossing at intersections against the light than due to jaywalking.

(C) The greatest number of pedestrian deaths occurred in 1964.

(D) More pedestrian injuries occurred in 1960 than in 1963.

(21) Based on the information presented on the above graph, which one of the following statements is correct?

(A) In 1961, there were 4,500 pedestrian injuries.

(B) Except for 1963, most pedestrian injuries were caused by jaywalking.

(C) Except for 1963, most pedestrian injuries were caused by crossing at intersections against the light.

(D) The least number of pedestrian deaths occurred in 1961.

THE LAND AND HOW IT IS USED

(22) Based on the information provided by the above map, which one of the following statements is correct?

A. Missouri is mostly grass and grazing land.

B. Wisconsin has more petroleum than Kentucky.

C. Iowa has more petroleum than mining.

D. Indiana has fewer mining areas than Ohio.

(23) Based on the information provided by the above map, which one of the following statements is correct?

A. Des Moines, Iowa, is approximately 125 miles from Minneapolis, Minnesota.

B. Oklahoma is the richest mining and petroleum state in the United States.

C. Louisville, Kentucky, is northeast of Tulsa, Oklahoma.

D. The map covers an area of approximately 150 acres.

TEST #3 - GRAPHIC ILLUSTRATIONS

Nutritive Value of Foods (Calories, Proteins, Etc.)

Food	Measure	Water (percent)	Food energy (calories)	Protein (grams)	Fat (grams) Total lipid	Carbohydrates (grams)	Calcium (milligrams)	Iron (milligrams)	Vitamin A value (int'l units)	Ascorbic Acid
EGGS (LARGE)										
Eggs, raw, whole	1 egg	74	80	6	6	T.	27	1.1	590	0
Eggs, boiled	2 eggs	74	160	13	12	1	54	2.3	1,160	0
Eggs, scrambled with milk and fat	1 egg	72	110	7	8	1	51	1.1	690	0
MEAT, POULTRY										
Bacon, broiled or fried, crisp	2 PCS.	8	100	5	8	1	2	.5	0	...
Beef, braised or pot-roasted	3 oz.	53	245	23	16	0	10	2.9	30	...
Beef, hamburger, broiled	3 oz.	54	245	21	17	0	9	2.7	30	...
Beef roast, such as rib	3 oz.	40	375	17	34	0	8	2.2	70	...
Beef roast, such as round	3 oz.	62	165	25	7	0	11	3.2	10	...
Beef steak, broiled, as sirloin	3 oz.	44	330	20	27	0	9	2.5	50	...
Beef steak, broiled, as round	3 oz.	55	220	24	13	0	10	3.0	20	...
Chicken, broiled without bone	3 oz.	71	115	20	3	0	8	1.4	80	...
Chicken, ½ breast fried with bone	3.3 oz.	58	155	25	5	1	9	1.3	70	...
Chicken leg, fried, with bone	2.1 oz.	55	90	12	4	T.	6	.9	50	...
Lamb chop, thick, broiled	4.8 oz.	47	400	25	33	0	10	1.5	.....	...
Lamb, leg, roasted	3 oz.	54	235	22	16	0	9	1.4	.....	...
Lamb, shoulder, roasted	3 oz.	50	285	18	23	0	9	1.0	.....	...
Liver, beef, fried	2 oz.	57	130	15	6	3	6	5.0	30,280	15
Pork ham, smoked, cooked	3 oz.	54	245	18	19	0	8	2.2	0	...
Pork chop, thick	3.5 oz.	42	260	16	21	0	8	2.2	0	...
Pork roast, oven-cooked	3 oz.	46	310	21	24	0	9	2.7	0	...
Sausage, frankfurter, cooked	One	58	155	6	14	1	3	.8	.....	...
Veal cutlet, broiled	3 oz.	60	185	23	9	0	9	2.7	.....	...

FRUITS & PRODUCTS										
Apples, medium, raw	One	8[illegible]	70	T.	T.	18	8	.4	50	3
Apple juice, bottled or canned	1 cup	88	120	T.	T.	30	15	1.5	.....	2
Applesauce, canned, sweetened	1 cup	76	230	1	T.	60	10	1.3	100	3
Bananas, raw, 6 by 1½ in	One	76	85	1	T.	23	8	.7	190	10
Cantaloupe, raw, medium	Half	91	60	1	T.	14	27	.8	6,540	63
Grapefruit, raw, medium, white	Half	89	55	1	T.	14	22	.6	10	52
Grapefruit juice, fresh	1 cup	90	95	1	T.	23	22	.5	.....	92
Grapefruit juice, canned, unsweetened	1 cup	89	100	1	T.	24	20	1.0	20	84
Lemons, raw, medium	One	90	20	1	T.	6	18	.4	10	38
Lemon juice, fresh	1 cup	91	60	1	T.	20	17	.5	40	113
Lemon juice, canned, unsweetened	1 cup	92	55	1	T.	19	17	.5	40	102
Oranges, raw, Calif. navel	One	85	60	2	T.	16	49	0.5	240	75
Oranges, Florida, all varieties	One	86	75	1	T.	19	67	.3	310	70
Orange juice, fresh, Calif	1 cup	88	115	2	1	26	27	.7	500	122
Orange juice, fresh, Fla., early	1 cup	90	100	1	T.	23	25	.5	490	127
Orange juice, frozen, water added	1 cup	88	110	2	T.	27	22	.2	500	112
GRAIN PRODUCTS										
Biscuits, baking powder	one	27	140	3	6	17	46	.6	T.	T.
Bread, cracked wheat	1 loaf	35	1,190	39	10	236	399	5.0	T.	T.
Bread, enriched French or Vienna	1 loaf	31	1,315	41	14	251	195	10.0	T.	T.
Bread, American rye	1 loaf	36	1,100	41	5	236	340	7.3	0	0
Bread, white, enriched, 2% non-fat dry milk solids	1 loaf	36	1,225	39	15	229	318	10.9	T.	T.
Bread, whole wheat	1 loaf	36	1,105	48	14	216	449	10.4	T.	T.
Crackers, saltines	Two	4	35	1	1	6	2	.1	0	0
Doughnuts, cake type	One	24	125	1	6	16	13	.4	30	T.
Macaroni, enriched cooked tender	1 cup	72	155	5	1	32	11	1.3	0	0
Pancakes, wheat, 4 in. diameter	1 cake	50	60	2	2	9	27	.4	30	T.
Pie, apple, 1/7 of 9 in. diameter	1 cut	48	345	3	15	51	11	.4	40	1
Pie, cherry, 1/7 of 9 in. diameter	1 cut	47	355	4	15	52	19	.4	590	1
Pie, custard, 1/7 of 9 in. diameter	1 cut	58	280	8	14	30	125	8	300	0
Pie, lemon meringue, 1/7 of 9 in. diameter	1 cut	47	305	4	12	45	17	.6	200	4
Pie, mince, 1/7 of 9 in. diameter	1 cut	43	365	3	16	56	33	1.4	T.	1
Pie, pumpkin, 1/7 of 9 in. diameter	1 cut	59	275	5	15	32	66	.6	3,210	T.
Pizza (cheese), 1/8 of 14 in. diameter	1 cut	45	185	7	6	27	107	.7	290	4
Spaghetti, enriched, cooked until tender	1 cup	72	155	5	1	32	11	1.3	0	0
Spaghetti with meatballs and sauce	1 cup	70	335	19	12	39	125	3.8	1,600	22

(24) Based on information presented in the table above, which one of the following statements is correct?

A. One slice of pizza (1/8 of 14 in. diameter) has the same amount of protein as two boiled eggs.

B. Rye bread has more calories than cracked wheat bread.

C. Pork chops have more fat than other meats.

D. Chicken has less fat than most other meats.

(25) Based on information presented in the table above, which one of the following statements is correct?

A. One cup of fresh California orange juice has the same amount of vitamin C (ascorbic acid) as one cup of fresh Florida orange juice.

B. One half of a medium cantaloupe has more calories than a whole banana.

C. The highest source of Vitamin A listed under Grain Products is pumpkin pie.

D. One cup of applesauce has fewer calories than two oz. of liver.

DIRECTIONS: Because citizens frequently must make decisions based on various government and consumer documents, it is important that they use such documents effectively. For each of the following questions, a particular document, or a part of that document, will be presented. Use that document in order to answer the questions which follow the document. Mark the letter of your answer on your answer sheet.

CREDIT CARDS

The law also protects you against unauthorized use of your credit card. In the event your credit card is lost or stolen, the maximum amount you have to pay for charges made by someone else is $50. In order for the card issuer to hold you liable for even that amount, the unauthorized use must have occurred *before* you notify the card issuer that your card is lost or stolen. You are not liable for any unauthorized use occurring after you notify the card issuer.

A card issuer also cannot hold you liable for any unauthorized use unless:

- The credit card was one you had requested or used.
- The card issuer has provided some means, such as a signature panel or photograph on the card, to identify the user as the person authorized to use the card.
- The card issuer has notified you of your potential $50 liability.
- The card issuer has provided you with a form to use in notifying him of loss or theft of your card.

The law also prohibits card issuers from sending you a credit card unless you requested or applied for it. However, a card issuer may send you, without your request, a new card renewing one you requested or used previously.

(26) Your wallet with all your credit cards is stolen. You notify all credit card companies immediately. However, one of the cards stolen was a gasoline credit card you've forgotten about since you didn't request the card in the first place and have never used it. A month later you receive a bill from that gasoline company for $300.00. According to the law, what can you do?

A. Pay the gasoline company's bill since you did not notify them that your card was stolen.

B. Pay $50 dollars only since this is the maximum for which you are liable.

C. Pay all but $50.00 of the total bill.

D. Pay nothing since you never applied for the card in the first place and have not used it.

(27) You are going on a month-long trip. Your neighbor has agreed to watch your house. He finds one of your credit cards on a table and during your absence charges over $900 on your card. He doesn't tell you of his actions. When you receive your bill upon your return, you realize your card was used without your authority. You immediately notify the company. According to the law, what can you do?

A. Pay $50 only since according to the law this is the most you have to pay.

B. Pay the entire $900 since you knew the person who made the purchases.

C. Pay nothing since you were out of the country and could not have been responsible for the card.

D. Pay nothing since the amount charged on your card occurred after you notified the company.

INSURANCE POLICY

MEDICAL CARE PLAN FOR EMPLOYEES OF CALIFORNIA ENGINEERS ASSOCIATION

WHO IS ELIGIBLE

Eligibility is restricted to members of California Engineers Association and their wives or husbands under age 65, and their unmarried dependent children from birth to age 19. If a child reaches age 19 and continues to be unmarried and dependent upon his parents for at least half of his support, he may be included under the contract to age 25. If an unmarried dependent child reaches the maximum age limitation of the contract and is incapable of self-sustaining employment by reason of mental retardation or physical handicap, his eligibility for benefits will continue regardless of his age, while he remains in such status.

During an approved leave of absence, a member may retain coverage under this policy provided continued payment is made by the individual through his employer's business office.

(28) You are a member of California Engineers Association and are covered by the Medical Insurance Plan referred to above. Your 20 year old son, who is a college student, lives at home with you. He has a part time job which earns him enough to pay for his books and gas for the car he drives. He suddenly becomes ill and must be hospitalized. According to the policy, what can you do?

A. File a claim for benefits since your son is eligible for coverage under the provisions of your medical insurance plan.

B. File a claim for benefits only if your son has been making payments to the insurance company since his 19th birthday.

C. Do not file a claim for benefits since your son will not be eligible until he is 25.

D. Do not file a claim for benefits since your son is not eligible for coverage because he is over 19 and has a job.

(29) You are a member of California Engineers Association and have been a subscriber to their medical care plan for the last five years. You expect your first child next month. You apply for and receive an approved leave of absence for one year. You want to continue your medical insurance coverage. According to the policy, what should you do?

A. Send your insurance payments directly to the California Engineers Association.

B. Send your insurance payments to your employer's business office.

C. Take out a new policy.

D. Ask your employer to pay for your coverage.

GUARANTEE

Ultra-Tone Corporation guarantees that this loudspeaker system will perform satisfactorily for a period of five years from the original date of purchase. The enclosed guarantee card must be filled out and returned within 10 days of purchase, otherwise this guarantee will not apply. Should any operating defect occur under normal use within the five-year period, the unit will be repaired or replaced, at the option of Ultra-Tone Corporation, without cost. This guarantee will be nullified if the speaker has been tampered with in any way or has been subjected to abuse, or is returned without first obtaining our Return Authorization. The Return Authorization form must be completed and returned along with the speaker system when requesting repair service. This guarantee also covers all necessary freight costs in both directions, providing the above requirements have been complied with.

(30) Your three-month-old Ultra-Tone loudspeaker system has developed a problem with the volume control. You have complied with all requirements. According to the guarantee, what can you do?

A. Take speaker system apart and try to repair it. If the speaker system still won't work, return it to the company for repair.

B. Obtain a Return Authorization form from the company and, after completing it, send it along with the loudspeaker system to the company.

C. Mail guarantee card to the company as soon as you notice a problem with the loudspeaker system.

D. Call in a local repairman to fix the loudspeaker system and send the bill to Ultra-Tone Corporation.

(31) Your four-year-old loud speaker system makes a loud buzzing sound when you turn it on. You want to return it to Ultra-Tone for repair. You have complied with all requirements. According to the guarantee, what should you do?

A. Ship the loud speaker system to the company; you have to pay the freight costs.

B. Wait for the company to pick up the loudspeaker system from your home.

C. Ship the loud speaker system to the company; they will pay the freight costs.

D. Wait 10 days from the time you first hear the buzzing sound before notifying company.

LEASE

AND THE LESSOR AND LESSEE for themselves, their heirs, executors, administrators and assigns do hereby covenant to and with each other as follows:

1. That the aforesaid rental shall include the cost of gas for normal cooking purposes and electricity for normal lighting and usual household appliance purposes used by Lessee on said premises. PROVIDED, HOWEVER, that the Lessor shall not be liable to Lessee or to any other person for damages or injury resulting from temporary failure of the electric or gas service. Lessee agrees not to install or operate in said apartment or building, any electric air conditioning machine, washing machine, or deep freeze, nor erect any outside television aerials without first obtaining the written consent of the Lessor, which consent may be revoked by Lessor at any time.

2. The Lessor shall not be liable for failure to deliver possession of said premises at the time stipulated herein as the date of the commencement of the tenancy, nor shall such failure excuse the Lessee's obligation hereunder, except that in the event of delay on part of Lessor in delivering said premises to Lessee, the rent herein stipulated to be paid by Lessee shall be abated for the period from the date of the commencement specified in this agreement to the date possession is tendered to Lessee.

3. The Lessor hereby covenants and agrees with the Lessee to furnish without additional cost, hot and cold water to all fixtures provided for the same, heat at all proper seasons of the year to radiators where installed, electric light bulbs and electric fuses at the time when Lessee takes possession but not thereafter. If Lessor shall furnish Venetian Blinds, same are to remain the property of Lessor.

The Lessor has installed an electric refrigerator and gas range in the demised premises, and under no condition shall said equipment be removed from said premises. The use by Lessee of his own or any other such equipment in said premises is hereby expressly prohibited unless the written consent of the Lessor is first obtained.

4. And the said Lessee agrees that he will not use said premises or any part thereof for any disorderly, improper, objectionable or unlawful purpose, or for any other purpose than as a private dwelling as aforesaid; that he will not transfer or assign this agreement or sublet or transfer possession of said premises or any part thereof, to any person or persons without the written consent of Lessor first had and obtained, and only then under condtions as set forth by the Lessor; and he will not permit any additional persons to occupy the apartment without written permission of Lessor; that he will not place any signs or other advertising matter upon the doors, windows or walls of said demised premises or said building; and said Lessee agrees that if said Lessor shall deem the tenancy of said Lessee undesirable by reason of conduct or actions of the persons aforesaid, or any of them, causing annoyance or disturbance to other tenants in said building or adjoining buildings, then said Lessor reserves the right to terminate this agreement by giving Lessee personally, or by leaving at the demised apartment, a five days' written notice to quit and vacate said demised premises and may take possession thereof without legal process or may avail itself of any remedy provided by law for the restitution of possession.

5. The pool is reserved for the exclusive use by tenants of Lessor and shall not be used by guests of tenants without express prior permission from the Lessor.

(32) It is a very hot summer and your apartment is uncomfortably warm. You would like to have an electric air conditioner installed in your apartment. According to your lease (above), which one of the following actions would be most appropriate?

(A) Purchase and install the air conditioner since the lease places no restrictions upon such an action.

(B) Obtain the written consent of the landlord before installing an air conditioner in the apartment.

(C) Demand an air conditioner be installed in your apartment since it is written in your lease that the landlord is responsible for furnishing all equipment suitable to the seasons of the year.

(D) Obtain verbal permission from the landlord before installing an air conditioner in the apartment.

(33) After living in your apartment for a month, you receive an electric bill and a gas bill charging you for the past month's services. According to the lease, which of the following actions would be most appropriate?

(A) Pay the bills yourself since according to the lease you are responsible for paying for gas and electric.

(B) Give the bills to your landlord to pay since the cost of gas and electric are included in the amount you pay for rent.

(C) Give the gas bill to your landlord to pay; you pay the electric bill.

(D) Give the electric bill to your landlord to pay; you pay the gas bill.

THE DRUNK DRIVING TEST

A motorist, when arrested by a peace officer who has reasonable cause to believe that he was driving on a highway while under the influence of intoxicating liquor, may be asked to take a chemical test of the alcohol in his body. The person arrested has the choice of whether his blood, breath or urine shall be tested. He does not have the right to talk to or have an attorney present before deciding if he will submit, which test he will take, or during the taking of the test. If he refuses a test, his privilege to drive will be taken away for six months. (V.C. Secs. 13353, 13354.)

Enforcement of the arrest and testing is up to the peace officer. Suspending the driver's license is the responsibility of the Department of Motor Vehicles.

The motorist may appeal the suspension by asking the department for a hearing within 14 days after the notice is mailed to him. Only four questions are subject to review at such a hearing: (1) Was the person arrested? (2) Did the peace officer have reasonable cause to believe the person he arrested had been driving on a highway while intoxicated? (3) Was the person told that his driving privilege would be taken away for six months if he refused to submit to a test? (4) Did he refuse?

This law is referred to as the *"implied consent" law* because it presumes that motorists consent to such a test when they use the highways.

A driver with 0.10 percent or more of alcohol in his blood is presumed to have been under the influence of intoxicating liquor at the time of the offense for which he was arrested. If his blood alcohol content was less than 0.05 percent he is presumed not to have been intoxicated. Blood alcohol content from 0.05% (inclusive) up to 0.10% may be considered with other evidence in determining whether the person was intoxicated. (V.C. Sec. 23126.)

(34) A police officer signals you to stop your car, then asks you to take a drunk driving test. According to the driver's handbook, what can you do?

A. Choose the one of three ways in which you want the amount of alcohol in your body to be tested.

B. Refuse, without penalty, to take a chemical test of the alcohol in your body.

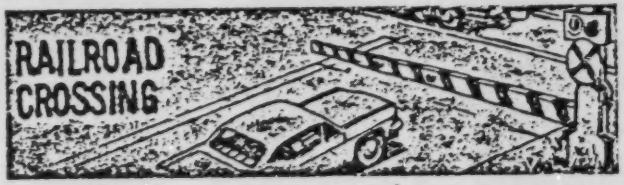
C. Demand that your attorney be present before you are tested in any way.

D. Report the officer to the Department of Motor Vehicles.

When you come to a school bus stopped on EITHER SIDE of the roadway with flashing red lights, you must stop. Children will be crossing the roadway to or from the school bus. Remain stopped as long as the red lights are flashing. (V.C. Sec. 22454.)

You need not stop if the bus is on the other side of a *divided* highway.

You don't have to remain stopped when the bus has stopped at a place controlled by a traffic light or officer.



At a railroad crossing, you must stop at least 15 feet (4.6 m) from the nearest rail when (1) a clearly visible electric or mechanical signal, or a flagman, warns you that a train is coming, or (2) you can see a train coming, or hear its horn or bell, and it is dangerously close. Don't go around or under any closed railroad crossing gate. Don't go ahead until you can see clearly in both directions. There may be a second train coming from either direction. Cross only when it is safe. A flagman or crossing gate may show you this. (V.C. Sec. 22451.)

BLIND PERSONS

You must give the right-of-way to any pedestrian using a guide dog or carrying a white cane. Only blind or nearly blind persons are permitted to carry these canes. (V.C. Secs. 21963, 21964.)

You must never drive through a safety zone, which is a space set aside for pedestrians and marked by raised buttons or markers on a roadway. (V.C. Sec. 21709.)

If a bus or streetcar is stopped at a safety zone, or if traffic is controlled by an officer or a traffic signal, you may go by at not more than 10 miles (16 km) per hour, when it is safe to do so. (V.C. Sec. 21756.)

When a streetcar is taking people on or letting them off where there is no safety zone, you must stop back of the nearest door or vehicle platform and wait until the people have reached a safe place.

You *must not overtake and pass on the left* any interurban train or streetcar, whether it is moving or standing (V.C. Sec. 21757), except when you are on a one-way street; when the tracks are so close to the right side that you cannot pass on the right; or when a traffic officer directs you to pass on the left.

(35) You are driving on a divided highway. You see a school bus with flashing red lights stopped on the other side of the highway. All the children are in the bus. According to the driver's handbook, what should you do?

A. Come to a full stop and remain stopped as long as the red lights are flashing.

B. Pass bus at not more than 10 miles per hour.

C. Continue driving since the bus is stopped on the other side of the divided highway.

D. Come to a full stop. Then proceed slowly.

TEST #5 - FORMS AND APPLICATIONS

DIRECTIONS: Because individuals are frequently required to fill out various forms (e.g., job application form, application for a driver's license, medical insurance claim forms, etc.), it is important that they understand and follow the instructions provided on the forms.
For each of the questions below, a particular form, or a part of that form, will be presented. Carefully read the instructions on that form and answer the questions which follow. Mark the letter of your answer on your answer sheet.

ORDER FORM

ORDER FORM

If you want to send this order to someone else or yourself at another address, please print complete name and address below.

Mr. Mrs. Miss _____ (First, Initial, Last)

Address _____

City _____ State _____ Zip ____

Mr. Mrs. Miss _____ (First, Initial, Last)

Address _____

City _____ State _____ Zip ____

Catalog Number	How Many	Size	Description	Prices Unit	Prices Total

SHIPPING AND PACKING CHART

If Order Totals	Add
Up to $10	- 50¢
$10 to $15	- 75¢
$15 to $20	- 95¢

WAYS TO PAY

☐ Check or money order enclosed

☐ C O D Order Minimum $10 00

☐ Charge to my account

Total Order	
Tax 5%	
Shipping & Packing Add to all Orders (see chart at left)	
Total Cash Price	

(36) According to the instructions on the order form, what should you do if you want to have the order sent to your aunt in Texas?

A. Print your aunt's name and address on a separate piece of paper and attach to your check or money order.

B. Fill out two order forms.

C. Print your aunt's name and address on the lines provided on the upper right side of the order form.

D. Print your aunt's name and address on the lines provided on the upper left side of the form and on the lines provided on the upper right side of the form.

(37) According to the order form, how much will your total bill be if the item you ordered, and requested shipped to your home, costs $10.25?

A. $10.25

B. $10.25 plus 5% tax plus 50¢ for shipping and packing charges.

C. $10.25 plus 5% tax plus 75¢ for shipping and packing charges.

D. $10.25 plus 10% of the purchase price as a standard shipping and packing charge.

APPLICATION FOR STATE DISABILITY BENEFITS

Do not complete this claim form if you are insured by a Voluntary Plan maintained by your Employer. Ask your employer for information regarding your coverage and for proper forms to complete.

INSTRUCTIONS FOR APPLYING FOR STATE DISABILITY INSURANCE BENEFITS

HOW TO COMPLETE THIS CLAIM FORM:

First: You must complete ALL items of the Claim Statement of Employee. Be accurate with the dates. Check your Social Security Account Number carefully.

Second: Ask your Doctor to complete the Doctor's Certificate. The Doctor's Certificate is absolutely necessary and must be filled in by a licensed physician and surgeon, osteopath, chiropractor, dentist, podiatrist, optometrist, or an authorized medical officer of a United States Government facility.

WHEN TO COMPLETE AND MAIL THIS CLAIM FORM:

1. IF YOU ARE NOT HOSPITALIZED, complete and mail this form after the eighth (8) day following the date YOU enter in Item 3 on the Claim Statement of Employee.

2. IF YOU ARE HOSPITALIZED, complete and mail this form after the first (1) day of hospital confinement.

3. Important! The claim in either case must be mailed not later than the twentieth (20) day after the first (1) compensable day if you are to receive credit from the time you first became disabled.

It is YOUR OWN responsibility to see that this Claim and Doctor's Certificate are filled out COMPLETELY and mailed to the Employment Development Department at the address on the form. If any item is not completed on this form, it will be returned for completion, and your benefit payment will be delayed.

For additional information contact any Employment Development Department Office

* If you adhere to the teachings of a church, sect, denomination or organization, and in accordance with its principles, depend for healing entirely on prayer or spiritual means, you may submit the Certification of your practitioner, who must be accredited to the Employment Development Department, in place of the Doctor's Certificate. This certificate blank may be obtained from your practitioner or any field office of the Department, and must be attached to this form in place of the Doctor's Certificate.

* If you are receiving temporary workers' compensation and are filing for reduced State disability benefits for the same days, the Doctor's Certificate is not required.

DE 2501 REV. 36 (8-75) FIRST CLAIM FOR DISABILITY INSURANCE

(38) According to the instructions on the application for state disability insurance benefits, what should you do if you become injured and must be hospitalized?

A. File for reduced disability.

B. Advise your physician of his responsibility to fill out this form correctly and to mail it on time to the Employment Development Department.

C. Fill out the form after you have been hospitalized for 20 days or more and mail it to the Employment Development Department.

D. Fill out the form after you have been in the hospital for one day and mail it to the Employment Development Department.

(39) According to the instructions on the above application form, what should you do if you are covered by a voluntary plan maintained by your employer?

A. Complete this form after obtaining necessary information from your employer.

B. Apply for benefits from the State as well as from the insurance plan you have through the place you work.

C. Do not complete this form.

D. Contact the Employment Development Department Office for a special form.

APPLICATION FOR A CIVIL SERVICE EXAMINATION

CIVIL SERVICE APPLICATION

1. Title of Examination

2. Social Security No

3. Announcement No (If Appropriate)

4. Where do you wish to take written test: City (See Instructions) State Examining Point No.*

5. Birth Date (month) (day) (year)

6. Your Telephone No. (Area Code)

7. ☐ Check here if you have a disability that may require special testing arrangements (such as deaf or blind, etc.); Specify Disability:

8. If you have performed active duty in the armed forces of the United States and were separated under nonorable conditions, indicate periods of service. From: (mo., day, yr.) To: (mo., day, yr.)

9. Do you claim veteran preference? ☐ No ☐ Yes If yes, based on:

☐ (1) Active duty in the armed forces of the U.S. during World War I or the period December 7, 1941, through July 1, 1955, (2) more than 180 consecutive days of active duty (other than for training) in the armed forces of the U.S. after January 31, 1955, or (3) award of a campaign badge or service medal.

☐ Your status as: (1) a disabled veteran or a veteran who was awarded the Purple Heart for wounds or injuries received in action, (2) a spouse of a deceased veteran who has not remarried, (3) the spouse of a veteran who has a service-connected disability which disqualifies the veteran for civil service appointment, or (4) the widowed, divorced or separated mother of an ex-service son or daughter who died in action or who is totally and permanently disabled.

*REFER TO APPLICATION INSTRUCTIONS FOR INFORMATION CONCERNING THE NUMBER TO USE IN ITEM 3 WHEN REQUIRED

DO NOT WRITE IN THIS SPACE

GIVE ADDRESS WHERE YOU WISH TO BE NOTIFIED OF TIME AND PLACE FOR EXAMINATION

First, middle, and last name

Number and street, or R.D., or post office box no.

City, state, and zip code (zip code must be included)

CHECK COPY TO BE SURE IT IS LEGIBLE

CSC FORM 5000-8
ADMISSION NOTICE
MAY 1975

INSTRUCTIONS TO APPLICANTS SCHEDULED FOR EXAMINATION

You should bring with you to the examination room the following items:

- this admission notice;
- a pen, three medium No. 2 black lead pencils, and an eraser; and
- any forms enclosed with this notice, completed and ready to hand in.

Applicants for examinations requiring the use of machines or special equipment must furnish (unless informed otherwise) such machines or equipment for use during the examination. Equipment sent to the examination room must be labeled with the applicant's name and address. The United States Government will not be responsible for the loss of typewriters, supplies or other equipment used in connection with Civil Service examinations.

If the test you are scheduled to take is for Stenographer or Typist, you may be able to substitute a Certificate of Proficiency (or a similar certification) for the performance test. For details about this, refer to application instructions.

NOTE: Impersonation in the examination room can result in being barred from competing in Federal Civil Service examinations or from accepting employment in the competitive service for 3 years.

UNITED STATES CIVIL SERVICE COMMISSION

(40) According to the instructions on the Civil Service application form, what should you do if you plan to use your typewriter during the examination?

A. Write your name and address on a label and attach it to your typewriter before sending it to the examination room.

B. Send your typewriter with your admission notice to the examination room.

C. Request a standard typewriter from the Administrator of the Civil Service Commission to be used during the examination.

D. Attach a Certificate of Proficiency to your typewriter before sending it to the examination room.

(41) According to the instructions on the above application form, what should you put in the large box at the lower right-hand side of the form?

A. Write address where you can be reached in case of emergency.

B. Describe any disability which may require special testing conditions.

C. Write your announcement number here after reading instructions on the application form.

D. Nothing. Leave the box blank.

VOTER REGISTRATION FORM

REGISTER TO VOTE

INSTRUCTIONS

PLEASE TYPE OR PRINT IN INK: Read instructions and information carefully. Only your "signature" should be written.

PRIOR REGISTRATION PORTION: If you are presently registered to vote in California and are changing your name, address, or political party affiliation, fill out the Prior Registration Portion of the Affidavit giving the name, address, and party affiliation under which you are now registered.

OPTIONAL: You will not be denied your right to register if you fail to give information in shaded areas. If you give your telephone number it will be posted outside polling place on election day.

SPECIAL INSTRUCTIONS: Some of the requested information in the Affidavit above is self explanatory, but special instructions are listed below for only those items which require more detailed instruction.

2. Print your complete residence address giving street, space or slip number, North, South, East, West, (if appropriate); street name, and indicate whether it is called avenue, boulevard, drive, place, street, road, lane, or circle, etc.

5. IMPORTANT: if no street address, describe the location of residence with names of the cross streets at the nearest corners, or the route box, section, township and range.

7. Place an X in the box preceding the Qualified Political Party with which you wish to affiliate. You may print the name of an unqualified party after "Other" or "Decline to State" but you will not be entitled to vote the Ballot of a Qualified Political Party in any Primary Election unless you state your affiliation with that party on the Affidavit.

11. Your telephone and social security numbers are optional. Your social security number is solicited by authority of Section 310(a), California Elections Code, and will be used by election officials to maintain the accuracy and integrity of the registration records.

13. After completing Affidavit (and Prior Registration Portion if applicable) sign and give the date and place (county) of execution.

14. If anyone assists you in completing Affidavit that person shall sign and date the Affidavit below your signature.

15. If you require assistance at the polls due to language difficulties, illiteracy, or physical disabilities, check the box in block 15.

STATE OF—ESTADO DE CALIFORNIA
COUNTY OF—CONDADO DE VENTURA

PRINT IN INK—*ESCRIBA EN LETRA DE MOLDE EN TINTA*

1 Optional - *Opcional*— ☐ Mr/Sr ☐ Mrs/Sra ☐ Miss/Srta ☐ Ms
Name - *Nombre* (first - *nombre*) (middle - *segundo*) (last - *apellido*)

2 Residence - *Domicilio* (No.) (Street - *Calle*) (Apt. No. - *Núm. del Apt.*)

3 City - *Ciudad* 4 Zip Code - *Zona Postal*

5 If no street address, describe location of residence: (cross streets, route, box, section, township, range, etc.) - *Si la calle no tiene núm. describa la localidad: (Calles que atraviesan, etc.)*

6 Mailing Address (if different) - *Dirección Postal (si diferente)* (Rte or Box)

WARNING: Perjury is punishable by imprisonment in State prison of not less than 1 nor more than 14 yrs. § 126 Penal Code, 2015.5 Civil Proc.

I am a citizen of the United States and will be at least 18 years of age at the time of the next election. I am not imprisoned or on parole for the conviction of a felony which disqualifies me from voting. I certify under penalty of perjury that the information on this affidavit is true and correct.

AVISO – El juramento en falso es castigable con encarcelamiento en la prisión del estado por no menos de uno y no más de catorce años. § 126 Penal Code, 2015.5 Civ. Proc.

Soy ciudadano de los Estados Unidos y tendré por lo menos 18 años de edad para la próxima elección. No estoy preso o bajo el régimen de libertad provisional por un crimen que me prive del derecho de votar. Juro bajo pena de falso juramento que la información en esta Declaración Jurada es verdadera y correcta

13 Signature – *Firma*

Date – *Fecha* Subscribed in County of – *Firmada en Condado de*

AFFIDAVIT OF REGISTRATION — DECLARACIÓN JURADA DE EMPADRONAMIENTO

7 Political Party - *Partido Político* (Check One - *Indique uno*)
☐ American Independent ☐ Democratic ☐ Peace and Freedom
☐ Republican ☐ Decline to State - *Se niega a declarar*
☐ Other - *Otro* _____

Date - *Fecha*

15 ☐ I will require assistance at the polls
Yo necesito ayuda en la casilla de votación

8 Date of Birth
Fecha de nacimiento
mo - *mes* / day - *día* / yr - *año*

9 State or Country of Birth
Estado o país de nacimiento

10 Occupation - *Profesión u Oficio*

11 Telephone (Optional)
Teléfono (Opcional)

Social Security No. (Optional)
Núm. de seguro social (Opcional)

12 ☐ I prefer election materials in English
Prefiero materiales electorales en español

PRIOR REGISTRATION PORTION: PORCIÓN DE PRE-EMPADRONAMIENTO:
Are you currently registered to vote in California?
¿Está Ud. empadronado para votar actualmente en California? ☐ Yes – *Si* ☐ NO
(If YES, fill in below — *Si afirmativo, llene los espacios abajo*)

NAME – NOMBRE

Former Address – *Dirección Anterior:*

City – *Ciudad* County – *Condado*

Political Party – *Partido Político* ZA 145248

Office Use

(42) According to the instructions on the Voter Registration form, what must you do if you want to vote the Ballot of a Qualified Political Party in any Primary Election?

A. Put an "X" in the box next to the name of the political party of your choice.
B. Print the name of your political party if it does not already appear on the form.
C. Decline to state your party affiliation.
D. Declare your intentions at the next Primary Election.

(43) According to the instructions on the above form, what should you do if you are presently registered to vote in California but wish to change your party affiliation?

A. Request a special affidavit form.
B. Fill out the Prior Registration Portion of the above form.
C. Obtain the signature of anyone assisting you in filling out the form.
D. Declare you new affiliation at your polling place at the next election.

DEPARTMENT OF MOTOR VEHICLES: CHANGE OF ADDRESS FORM

STATE OF CALIFORNIA
DEPARTMENT OF MOTOR VEHICLES

CHANGE OF ADDRESS ONLY

Anyone in your family with a DIFFERENT last name must complete a separate Change of Address form. Copy all information exactly as shown on each Driver's License, I.D. Card or Registration Card for which a change is being reported. Additional forms may be used.

IMPORTANT: READ DIRECTIONS CAREFULLY — PLEASE PRINT OR TYPE

PART I: DRIVER'S LICENSES OR IDENTIFICATION CARDS

Drivers License/ID Card No.	Name LAST FIRST MIDDLE	Birthdate

PART II: VEHICLES REGISTERED TO YOU OR YOUR FAMILY MEMBERS. Do not list boats

CALIFORNIA LICENSE PLATE NUMBER	MAKE OF VEHICLE

PART III: NEW ADDRESS INFORMATION

New Mailing Address STREET NO APT NO

CITY COUNTY STATE ZIP CODE

New Residence Address if Different From Mailing Address APT NO

CITY COUNTY STATE ZIP CODE

PART IV: SIGNATURE AND OLD ADDRESS

I certify under penalty of perjury that I am authorized to report the changes listed above.

Signature _____ Date _____

Old Address STREET NO. APT. NO.

CITY STATE

IMPORTANT: Line out the old address on each Driver's License or I.D. Card. Type or write in ink the new address on back of each license or I.D. Card. Sign and date the new address.

Line out old address on each Vehicle Registration Card and write in the new address. Initial the correction.

Mail completed Change of Address form to:

Department of Motor Vehicles, P. O. Box 1319, Sacramento, CA 95806

Keep your Driver's License, I.D. Card or Registration Card. No new cards will be sent to you.

(44) According to the directions on the Change of Address form, what should you do to report your change of address to the Department of Motor Vehicles?

A. Write new address on the back of your license and vehicle registration form and mail to the Department of Motor Vehicles.

B. Complete Change of Address form and send it with your license and vehicle registration card to the Department of Motor Vehicles.

C. Make appropriate changes on your license and vehicle registration card yourself and keep the cards; mail completed form to Department of Motor Vehicles.

(45) D. Send completed form to Department of Motor Vehicles and request corrected copies of your driver's license and vehicle registration card.

According to the directions on the above form, what should you do if your last name is different from your family's last name?

A. Do not send in a Change of Address form.

B. Request a separate Change of Address form.

C. Use the same Change of Address form your family does but copy all information exactly as shown on your driver's license.

D. Contact Department of Motor Vehicles for a special form.

DIRECTIONS: Most advertisements ask you to buy something. Some advertisements are straightforward, that is, they don't try to influence your thinking by using a gimmick. Some advertisers, however, use certain techniques to persuade you to buy their product. Read the description of each of the propaganda techniques below. Then read the advertisements which follow. For each ad, decide if the advertiser uses a straightforward approach or a particular propaganda technique. Mark the letter of your choice on your answer sheet.

.....

PROPAGANDA TECHNIQUES

TESTIMONIAL: In this approach, the advertiser has some well-known person or an expert endorse the product. Sometimes, the simple words of the average person are used. The advertiser wants the public to react in the same way the person in the ad does.

BANDWAGON: This is a follow-the-crowd approach; "team with the winner".

PLAIN FOLKS: In this technique, the advertiser portrays himself as one of the "people" in order to gain acceptance and favor.

TRANSFER: This approach involves associating the product with someone or something respected, admired, or desired.

NAME CALLING: In this approach, the advertiser tries to get the reader to react by using words with unpleasant connotations (meanings).

GLITTERING GENERALITY: In this approach, the advertiser makes broad, general claims with no attempt at accuracy in order to put the product in the best possible light.

SPECIAL OFFER: These ads offer a money-saving coupon, free prize, or some other "bonus" for buying or trying the advertised product.

Join the MILLIONS who agree...RZ COLA tastes
better. RZ COLA is #1 across the nation.
Join the millions who enjoy the #1 soft drink

RZ COLA

(A) SPECIAL OFFER
(B) GLITTERING GENERALITY
(C) NAME CALLING
(D) BANDWAGON
(E) STRAIGHTFORWARD AD

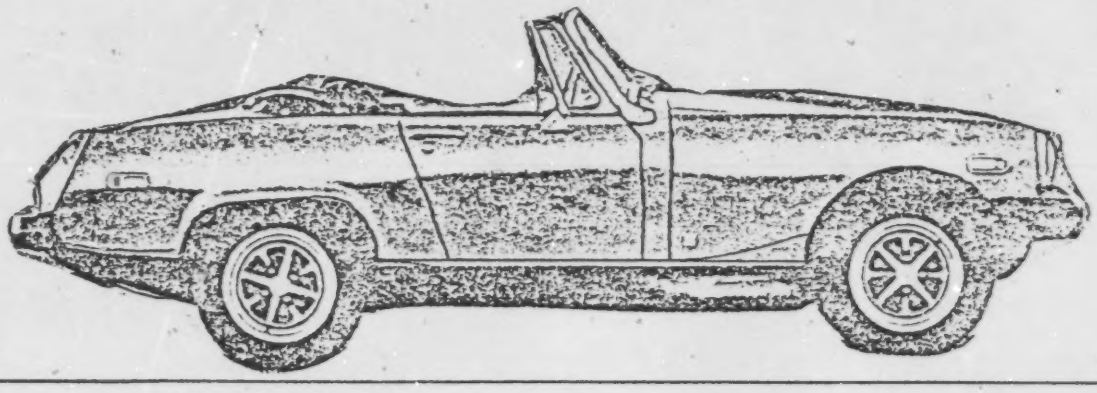
151

(47)

THE MONDA IS A LIGHTWEIGHT COMPACT

It's small...so it gets 40 miles per gallon highway, 30 miles per gallon city. These are E.P.A. estimates. Your mileage may vary.

The MONDA lists at $3500 P.O.E. (Radio and whitewalls extra)



(A) TESTIMONIAL
(B) SPECIAL OFFER
(C) BANDWAGON
(D) PLAIN FOLKS
(E) STRAIGHTFORWARD AD

(48)

FRILLO PADS can remove any stain from your sinks and counter tops. FRILLO PADS are more than paper, more than cloth. FRILLO PADS have the strongest fibers to remove even the toughest stains.

(A) TRANSFER
(B) GLITTERING GENERALITY
(C) TESTIMONIAL
(D) NAME CALLING
(E) STRAIGHTFORWARD AD

(49)

I'LL STAND ON MY HEAD TO SELL YOU A CAR.....

I'M JUST A COUNTRY BOY...

BUT, ANYONE WHO LIKES MY PARROT IS THE KIND OF PERSON I LIKE TO DEAL WITH!

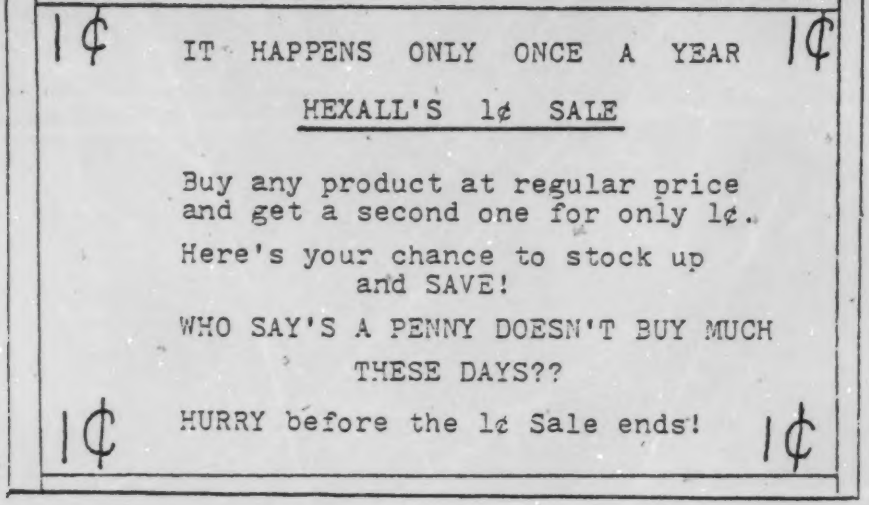
I'M FLEXIBLE!!

I'll arrange prices and terms to fit YOUR budget.

COME ON DOWN.

(A) SPECIAL OFFER
(B) BANDWAGON
(C) PLAIN FOLKS
(D) GLITTERING GENERALITY
(E) STRAIGHTFORWARD AD

(50)


1¢ IT HAPPENS ONLY ONCE A YEAR 1¢
HEXALL'S 1¢ SALE
Buy any product at regular price and get a second one for only 1¢.
Here's your chance to stock up and SAVE!
WHO SAY'S A PENNY DOESN'T BUY MUCH THESE DAYS??
1¢ HURRY before the 1¢ Sale ends! 1¢

(A) BANDWAGON
(B) TRANSFER
(C) GLITTERING GENERALITY
(D) SPECIAL OFFER
(E) STRAIGHTFORWARD AD

(51)

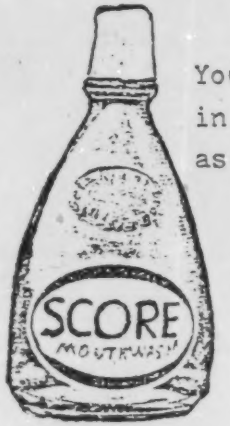
GET READY...GET SET...STEP INTO THE LIMELIGHT...AND DANCE!
A good dancer is always in demand!

Fred Steps EZ Dance Course can open the door to new friendships, new relationships, and...a new YOU!

Be like Fred Steps and dance your way to popularity!

(A) TRANSFER
(B) TESTIMONIAL
(C) NAME CALLING
(D) BANDWAGON
(E) STRAIGHTFORWARD

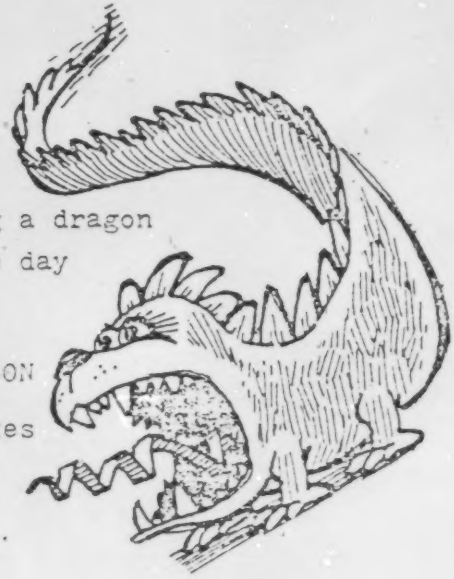
(52)



You know that wake up feeling of having a dragon in your mouth ... Don't go through the day as "Ol Dragon-Breath".

SCORE MOUTHWASH KILLS THE DRAGON

for up to 12 hours...and makes you nice to be with!

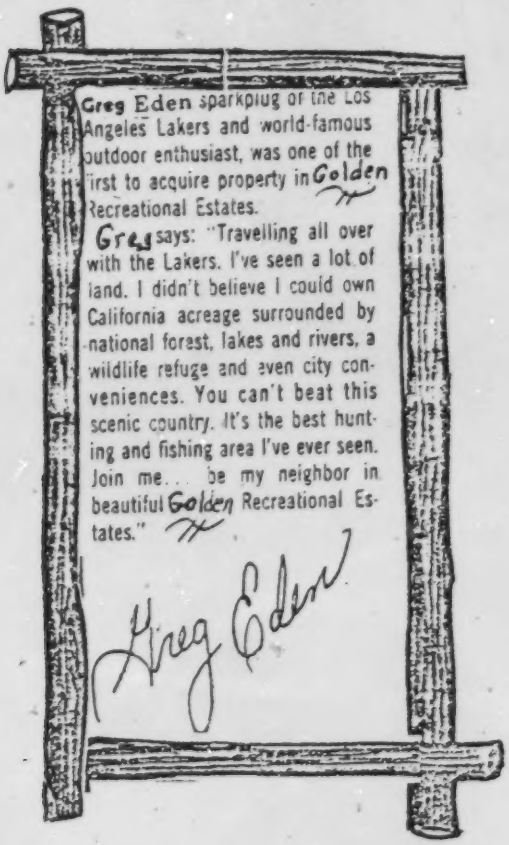


(A) GLITTERING GENERALITY
(B) PLAIN FOLKS
(C) NAME CALLING
(D) TESTIMONIAL
(E) STRAIGHTFORWARD AD

(53)

G*O*L*D*E*N R*E*C*R*E*A*T*I*O*N*A*L

E*S*T*A*T*E*S


Greg Eden sparkplug of the Los Angeles Lakers and world-famous outdoor enthusiast, was one of the first to acquire property in Golden Recreational Estates.
Greg says: "Travelling all over with the Lakers. I've seen a lot of land. I didn't believe I could own California acreage surrounded by national forest, lakes and rivers, a wildlife refuge and even city conveniences. You can't beat this scenic country. It's the best hunting and fishing area I've ever seen. Join me... be my neighbor in beautiful Golden Recreational Estates."
Greg Eden

(A) TRANSFER
(B) BANDWAGON
(C) PLAIN FOLKS
(D) TESTIMONIAL
(E) STRAIGHTFORWARD AD

(54)

MOST DOCTORS RECOMMEND ASPIRIN FOR HEADACHES!
SAYER IS **NUMBER ONE! IT OUTSELLS ALL OTHERS.**
BUY SAYER ASPIRIN. MOST DOCTORS CAN'T BE WRONG!

(A) TESTIMONIAL
(B) GLITTERING GENERALITY
(C) BANDWAGON
(D) SPECIAL OFFER
(E) STRAIGHTFORWARD AD

Al Carmona owns his own yacht, his own plane, and enjoys the good life. Al is a former Ginger Broadcasting School graduate. Today he earns $100,000 a year as a disc jockey. You too can enter the exciting and financially rewarding world of broadcasting. Enroll today and get ready for an EXCITING tomorrow! ENJOY THE GOOD LIFE!

(A) PLAIN FOLKS
(B) BANDWAGON
(C) SPECIAL OFFER
(D) TRANSFER
(E) STRAIGHTFORWARD AD

TEST #7 - **USES REFERENCE TOOLS**

DIRECTIONS: The person in each situation below needs to find a certain kind of information. For each situation, decide which one of the sources listed would be most helpful in providing that information. Mark the letter of your answer on your answer sheet.

(56) Kim, an 11th grade student, has to write a report on the life of Thomas Jefferson. Where should she look to find this information?

(A) World Atlas
(B) Current Biography
(C) Roget's Thesaurus
(D) Dictionary of American Biography
(E) None of the above

(57) John bought a book called Bird Watching. He wants to know on what page the chapter on hummingbirds begins. Which section of the book will give him this information?

(A) Table of Contents
(B) Glossary
(C) Index
(D) Preface
(E) None of the above

(58) Mary wants to find a job as a waitress. In which section of the newspaper should she look?

(A) Financial
(B) Food and Fashion
(C) Classified Ads
(D) Vitals
(E) None of the above

(59) Mr. Jones is writing a letter and isn't sure whether a particular word should be capitalized. Where should he look to find this information?

(A) Gazetteer
(B) Dictionary of American Biography
(C) Standard Dictionary
(D) Roget's Thesaurus
(E) None of the above

year. Which of the following sources would most likely have this information?

(A) Reader's Guide to Periodic Literature
(B) World Almanac
(C) Famous First Facts
(D) World Atlas
(E) None of the above

(61) Lisa wants to know who said: "I think that I shall never see a poem as lovely as a tree." Where should she look to find this information?

(A) Gazetteer
(B) Standard Dictionary
(C) Bartlett's Familiar Quotations
(D) World Book Encyclopedia
(E) None of the above

(62) Mrs. Smith wants to know what her horoscope is for today. In which section of the newspaper would she find this information?

(A) Astrology
(B) Outlook
(C) Vitals
(D) Classified Ads
(E) None of the above

(63) Bob wants to know when the very first night baseball game was played. Where should he look to find this information?

(A) Guiness Book of World Records
(B) Famous First Facts
(C) Gazetteer
(D) Reader's Guide to Periodic Literature
(E) None of the above

(64) Susan has the book Famous Americans. She wants to find out where, if at all, the book tells about the place where Roosevelt lived, Campobello. Where in the book should she look to find out if this is included in the book?

(A) Glossary
(B) Preface
(C) Table of Contents
(D) Index
(E) None of the above

(65) Louise is interested in becoming an airline pilot and wants to find out the requirements for the job. Where should she look to find this information?

(A) Popular Medical Encyclopedia
(B) Occupational Outlook Handbook
(C) Guiness Book of World Records
(D) Current Biography
(E) None of the above

TEST #1 - NEWS ARTICLES

DIRECTIONS: Read each of the following news stories. Choose from the statements which follow each article the one statement which best describes the main idea of the article. Mark the letter of your answer on your answer sheet.

(1)

WASHINGTON (UPI)--President Carter ordered the new Energy Department Tuesday to open its doors for business next month but warned it faces frustration until Americans stop wasting energy.

Carter, announcing the selection of 18 top officials of the first new cabinet-level department in 11 years, indicated he is displeased with the way the nation has reacted to his pleas for conservation.

"This summer, in spite of the wide publicity I and others gave the problem of over-consumption, gasoline consumption is at a record high," Carter told a White House news conference.

The President and Energy Secretary James Schlesinger said the nation's energy problems will grow steadily worse--with or without the new $10.4 billion department--until Americans show they really want to halt waste.

Carter, noting creation of the department fulfills a campaign promise, said his action represents "our first real effort to reorganize the federal bureaucracy to serve the American people more efficiently."

He said the department will be able to help the nation avoid the kind of natural gas shortages it suffered last winter. He praised the Congress for acting swiftly to create the agency and to pass new energy policy legislation.

(1) The main idea of the above article is:

(A) The newly organized Energy Department will open its doors amidst strong national support for conservation efforts.

(B) President Carter selected 18 top officials for the first new cabinet-level department in eleven years.

(C) President Carter noted that the creation of the new Energy Department fulfills one of his campaign promises.

(D) The effectiveness of the newly formed Energy Department will be largely determined by the degree to which the public cooperates with national conservation efforts.

TEST #1 - NEWS ARTICLES

(2)

WASHINGTON--A $209 million dollar bill to step up research into predicting earthquakes was passed by the House Friday and is expected to win Senate approval next week.

Similar legislation, authorizing a third as much money, was killed by the House last year on a tie vote after conservatives charged that the bill represented wasteful spending.

The bill passed Friday, 229 to 125, after very little debate.

A principal opponent last year, Rep. William M. Ketchum (R-Calif.), whose district embraces the quake-active Palmdale area, was in his Bakersfield office when the bill came up Friday.

He said in a telephone interview that he now supported the legislation. He said he no longer believed that increased federal spending on earthquake research would duplicate state efforts. However, Ketchum added, he wishes that more of the money would go into strengthening buildings instead of predicting quakes.

A bill closely resembling that of the House cleared the Senate by voice vote last May. The Senate is expected to accept the House version without a conference, an aide to Sen. Alan Cranston (D-Calif.) said.

(2) The main idea of the above article is:

(A) A bill to finance research into earthquake forecasting was passed by both the House and the Senate.

(B) The House of Representatives passed a bill to speed the study of earthquake prediction.

(C) Congress recognizes earthquakes as a top priority problem.

(D) A bill to finance earthquake research faces considerable opposition.

TEST #1 - NEWS ARTICLES

(3)

UPI--A cholera epidemic that has stricken more than 2,000 persons and claimed 69 lives in the Middle East struck Europe Tuesday with cases reported in Britain, Italy, West Germany and Holland involving travelers from the Middle East.

Health officials launched an emergency drive to stop the disease but warned Moslems on their annual pilgrimage to Mecca will probably spread it still further.

Syria has been hardest hit by the disease, with 2,121 cases and 68 deaths reported there. Jordan has registered 200 cases, Lebanon 11--with one death--and Kuwait, Saudi Arabia, Iran and the Israeli-occupied West Bank of Jordan all having reported outbreaks of the disease.

One Beirut cholera specialist warned "things could get much much worse" if the epidemic is not contained by the peak of the pilgrimage season in about two months.

At least a million pilgrims are expected to make their way to Mecca in Saudi Arabia, the holiest place in Islam. The pilgrims come from the Far East as well as the Arab world.

Jordan has barred pilgrims from entering its cities and announced it is setting up "health stations" for them on some desert routes to Saudi Arabia. But despite health precautions in the affected areas, the disease has traveled as far as Europe. Two cases have been reported in Britain, one case in Italy, one in West Germany, and one in the Netherlands. All cases involved travelers who had been in the Middle East.

(3) The main idea of the above article is:

(A) A cholera epidemic originating in Europe threatens many Middle East countries as a result of increased travel between these countries.

(B) A cholera epidemic originating in the Middle East is expected to spread quickly to many other countries as a result of large numbers of travelers to Saudi Arabia.

(C) A number of "health stations" have been set up in an effort to halt the disease.

(D) Health officials around the world are concerned that the cholera epidemic will soon be out of control.

(4)

SAN FRANCISCO (UPI)--The California Public Utilities Commission today admitted a mistake in an earlier order and told Pacific Telephone Co. to reduce rates by 10 cents a month and make $2 refunds to most of its customers.

Pacific Telephone supplies 80% of the telephone service in California, including most of Los Angeles, San Francisco and San Diego.

The PUC said it had made an error in a Dec. 30, 1975, decision which granted a $65.2 million rate increase.

The commission said it wrongly estimated revenue and expenses to the telephone company for institution of "single-message rate timing" and an increase in the price of yellow page advertising.

In rectifying the error, it ordered basic telephone rates reduced by $7.5 million per year, which would amount to about 10 cents a month for residences and about 5 cents for businesses.

After the December, 1975, order giving Pacific Telephone the increase, the case was appealed by the city of San Diego. It was reopened by the PUC in February, 1977, and a hearing held in April.

"Upon rehearing and reconsideration, we find that we were in error," the PUC said.

The commission ordered the telephone company to file a refund plan which would give back to consumers excess monies they have paid since the effective date of the erroneous decision. This was estimated at $2 per customer, which the commission said could "most equitably be made by means of an adjustment" to each customer in future bills.

(4) The main idea of the above article is:

(A) The California Public Utilities Company has ordered the Pacific Telephone Compay to reduce their rates and make refunds to customers in order to rectify an erroneous decision which permitted a multi-million dollar rate increase.

(B) The California Public Utilities Company authorized the Pacific Telephone Company to increase their rates as a result of a hearing held in February, 1977.

(C) Customers of the Pacific Telephone Company can soon expect to receive a $2 check from the telephone company.

(D) Basic telephone rates for all telephone users in California will be reduced by approximately five cents a month in order to make up for excess monies paid out by customers.

TEST #1 - NEWS ARTICLES

(5)

NEW ORLEANS--Offshore oil workers and coastal residents headed for high ground again Saturday as a new tropical storm, named Babe, threatened southern Louisiana.

By late Saturday, the ill-defined center of the storm was 35 miles southeast of Plaquemines Parish, the state's southernmost county, and 175 miles southeast of New Orleans, the National Weather Service said.

"We're cautioning people not to take this one for granted," New Orleans Mayor Moon Landrieu said as he directed preparedness operations in his city. "It's not a killer storm...but it is a very serious one. We need to be prepared."

The offshore oil industry earlier in the week had evacuted more than 7,000 workers from drilling platforms in the gulf because of the threat from Hurricane Anita. Many of those men had been back at work less than 24 hours when they were shuttled ashore again, this time because of Babe.

Winds gusting up to 40 m.p.h. whipped Plaquemines Parish. Residents were evacuated to Red Cross shelters after hurrying to secure their belongings before high tides pushed onto their low-lying land, some of it barely above sea level.

(5) A good summary for the above news story is:

(A) Oil workers return to drilling platforms after first storm.

(B) Residents in parts of Louisiana are bracing themselves for tropical storm, Babe.

(C) Mayor of New Orleans says people are taking the storm for granted.

(D) Due to evacuation of thousands of oil workers, there is a great danger of an oil spill.

TEST #2 - SAFETY WARNINGS

DIRECTIONS: Safety warnings should be carefully read, understood, and followed. Otherwise, you risk hurting yourself and/or someone else. The examples below were taken from actual safety warnings found on signs and labels frequently encountered in daily living. Read each safety warning. Then decide which course of action is most appropriate. Mark the letter of your answer on your answer sheet.

(6)

> Warning: Boric Acid is not to be used as a dusting powder, especially on infants. Do not take internally. Use only as a solution. Not to be applied to badly broken or raw skin, or to large areas of body.

(A) Dilute with plenty of water before drinking.
(B) Sprinkle on infected area only after washing thoroughly.
(C) Use in powder form only if skin is not broken or raw.
(D) Use in liquid form only.

(7)

> Caution: Contents under pressure. Do not puncture or incinerate. Do not heat can or store above 120 degrees F.

(A) Use on cool days only.
(B) Store in refrigerator or freezer until ready to use.
(C) Do not try to destroy the can by burning it.
(D) Poke holes in can to relieve pressure before throwing can away.

(8)

> PEDESTRIANS
> BICYCLES
> MOTOR-DRIVEN CYCLES
> PROHIBITED

(A) Be extra careful when walking in this area.
(B) If you are walking, do not enter this area.
(C) You may walk your bicycle through this area to get to the other side.
(D) You may ride a motor scooter here.

TEST #2 - SAFETY WARNINGS

(9)

$500 FINE
FOR
LITTERING

(A) Don't throw papers or other trash on private property since the littering law applies primarily here.

(B) Don't throw food or gum wrappers out of your car window when traveling.

(C) Be especially careful about throwing trash on public highways since this is the only place you can actually be fined for littering.

(D) Report anyone you see littering and collect a $500 reward.

(10)

Caution: This preparation may cause drowsiness. Do not operate machinery while taking this medication. Vision may be temporarily blurred while taking medication. Do not give to children under six years of age or exceed the recommended dosage unless directed by physician.

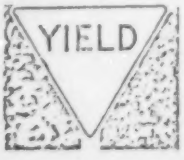
(A) Take this preparation at night only.

(B) Do not drive while taking this medication.

(C) If drowsiness occurs, call physician.

(D) After taking medication, request a physical examination in order to operate machinery.

(11)



(A) Come to a stop.

(B) Do not stop since you have the right of way.

(C) Slow down and let closely approaching vehicles go through intersection; stop if you have to.

(D) Slow down only if you see pedestrians.

TEST #2 - SAFETY WARNINGS

(12)

> Caution: Contents cannot be made non-poisonous. Do not store in open or unlabeled containers.
> First Aid: In case of contact with eyes, flush thoroughly with water. If swallowed, induce vomiting (one tablespoonful of salt in a glass of warm water). Repeat until vomit fluid is clear. Follow with milk. Call a physician immediately.

(A) In case of contact with eyes, immediately flush thoroughly with warm water mixed with one tablespoon of salt.

(B) If swallowed, give victim milk and call physician immediately.

(C) If swallowed, keep victim warm and quiet and wait until medical help arrives to pump out stomach.

(D) If swallowed, make victim throw up by giving him/her a glass of warm water mixed with one tablespoon salt.

(13)

> Caution: Highly Perishable. Refrigerate

(A) Put in refrigerator immediately.

(B) Bring to room temperature before refrigerating.

(C) Put in freezer only.

(D) Unwrap contents before chilling.

(14)

> Warning: Disconnect after use. Do not immerse.

(A) To clean appliance, wash in sudsy water.

(B) Do not allow appliance to get too warm.

(C) To clean appliance, wipe with a damp cloth.

(D) To clean appliance, place on top rack of dishwasher.

(15)

> Caution: In case of deep or puncture wounds or serious burns, consult physician. If redness, irritation, swelling, or pain persists or increases or if infection occurs, discontinue use and consult physician. Do not use in the eyes.

(A) Use to relieve swelling and irritation due to infection.

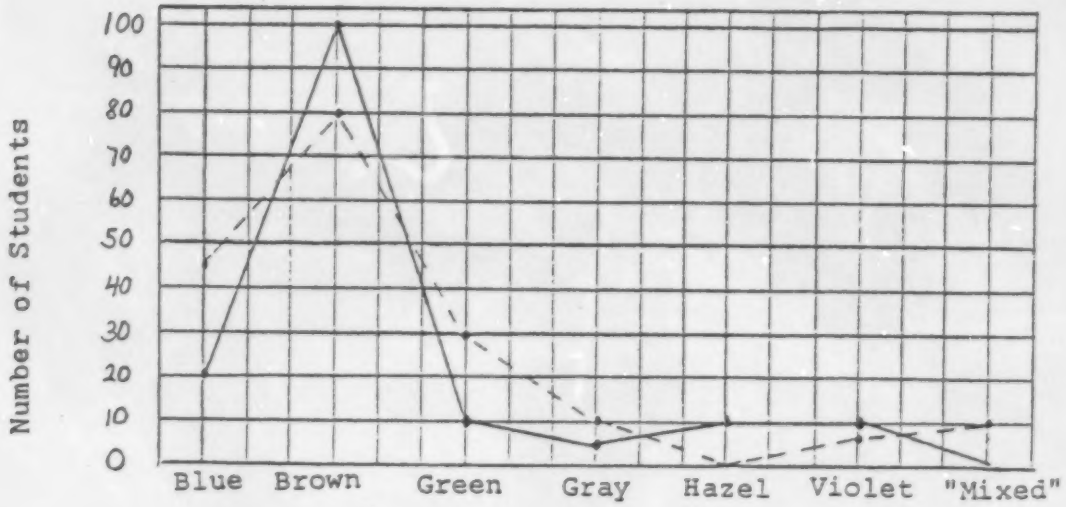
(B) Do not use if there is any pain or swelling.

(C) Stop using the medication immediately if you think the condition is getting worse.

(D) Apply medication directly on puncture wound for best effect.

DIRECTIONS: Study each graphic illustration. Then read the statements which follow it. Based on the information presented in the illustration, decide which statement is correct. Mark the letter of your answer on your answer sheet.

EYE COLOR AMONG BOYS AND GIRLS
IN A SOUTH AMERICAN SCHOOL



Key: -------- boys
_____ girls

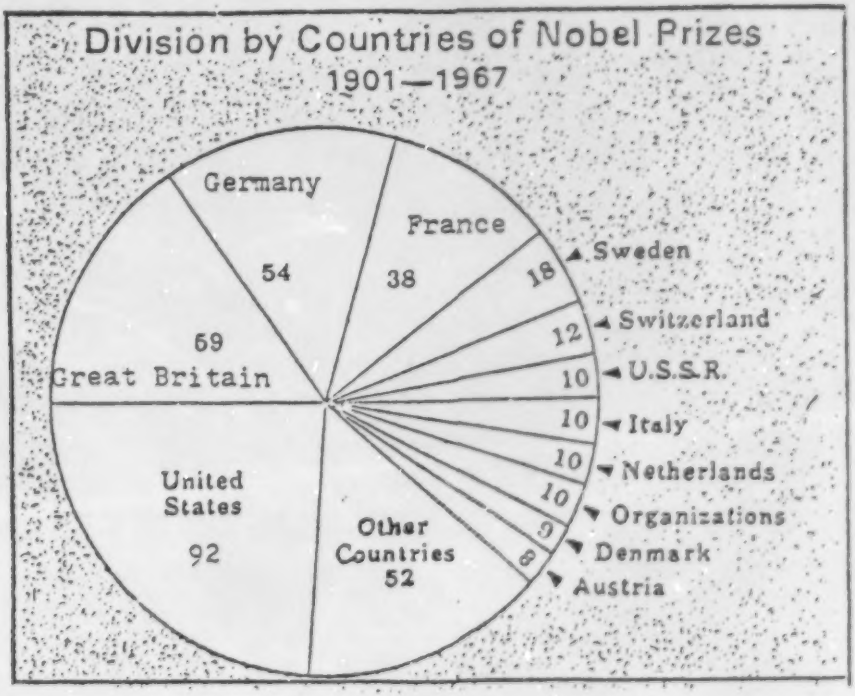
*Mixed: Students with dual eye color (for example, one green eye and one blue eye.

(16) Based on information presented on the above graph, which one of the following statements is correct?

(A) No students had hazel eyes.
(B) More boys than girls had brown eyes.
(C) Most American people have brown eyes.
(D) The most common eye color at that South American school was brown.

(17) Based on information presented on the above graph, which one of the following statements is correct?

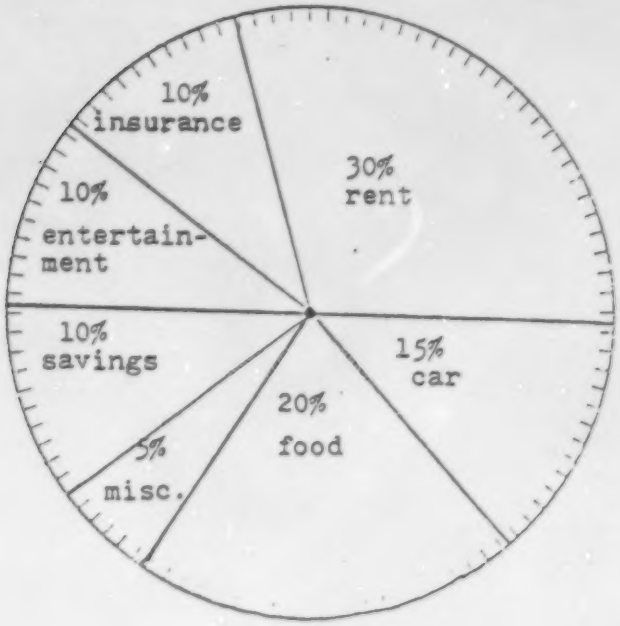
(A) Boys, in general, have lighter-colored eyes than girls.
(B) More girls than boys had green eyes.
(C) More girls had blue eyes than green eyes.
(D) More students had "mixed" eyes than green eyes.



(18) Based on information presented in the graph above, which of the following statemenst is correct?

A. Austria received fewer Nobel Prizes than any other country.
B. The United States received over one-half of all the Nobel Prizes awarded.
C. France, Great Britain, and Germany have together won most of the Nobel Prizes awarded.
D. No other single country has won as many Nobel Prizes as the U.S.

THE SMITH'S FAMILY YEARLY EXPENSES



(19) Based on information presented on the above graph, which one of the following statements is correct?

A. The Smith family earns approximately $17,500 per year.

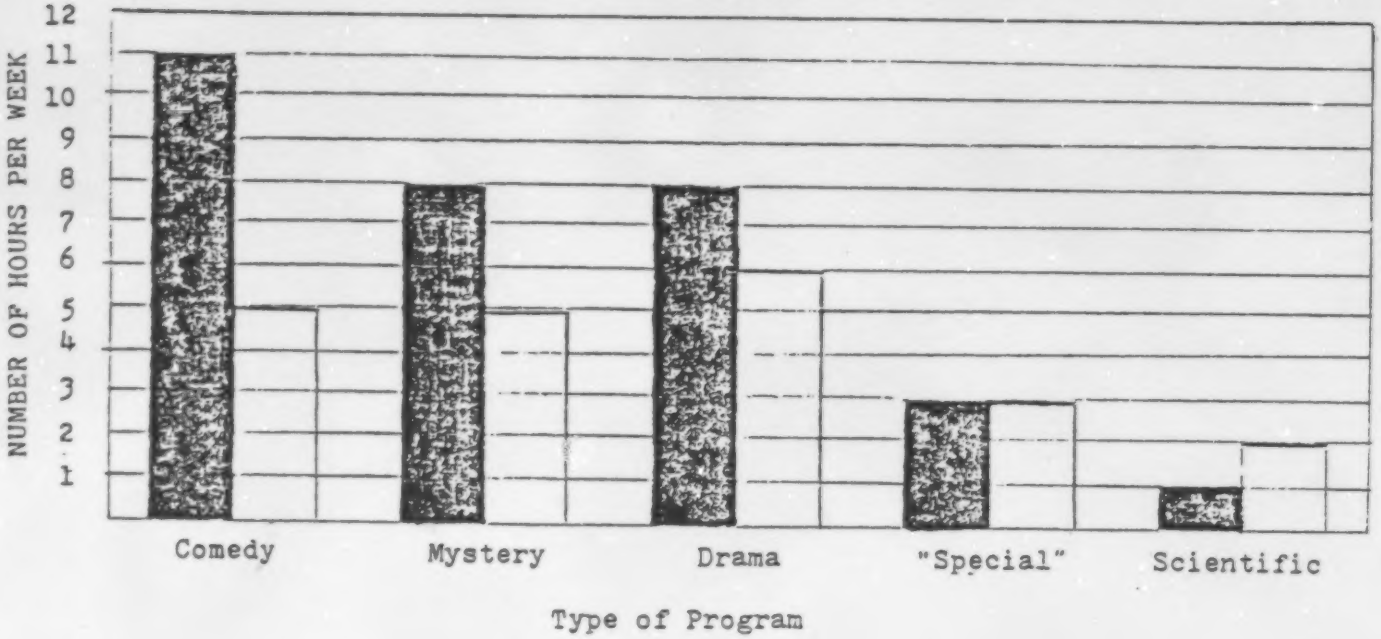
B. The Smiths spend the same amount for food and entertainment together as they do for rent alone.

C. Approximately one-third of the budget goes for car expenses.

D. The Smith family's major source of income is from rent.

TEST #3 - GRAPHIC ILLUSTRATIONS

AVERAGE NUMBER OF HOURS OF TELEVISION WATCHED WEEKLY
(By Program Type and Season) BY FIFTEEN-YEAR OLDS



Key:
- winter months
- summer months

(20) Based on the information provided in the graph above, which one of the following statements is correct?

(A) Comedy programs are more popular during the summer months than during the winter months.

(B) All types of programs are watched more in summer than in winter.

(C) "Specials" are watched the same number of hours in both summer and winter.

(D) Mystery programs are more popular than other programs in both summer and winner.

(21) Based on the information provided in the graph above, which one of the following statements is correct?

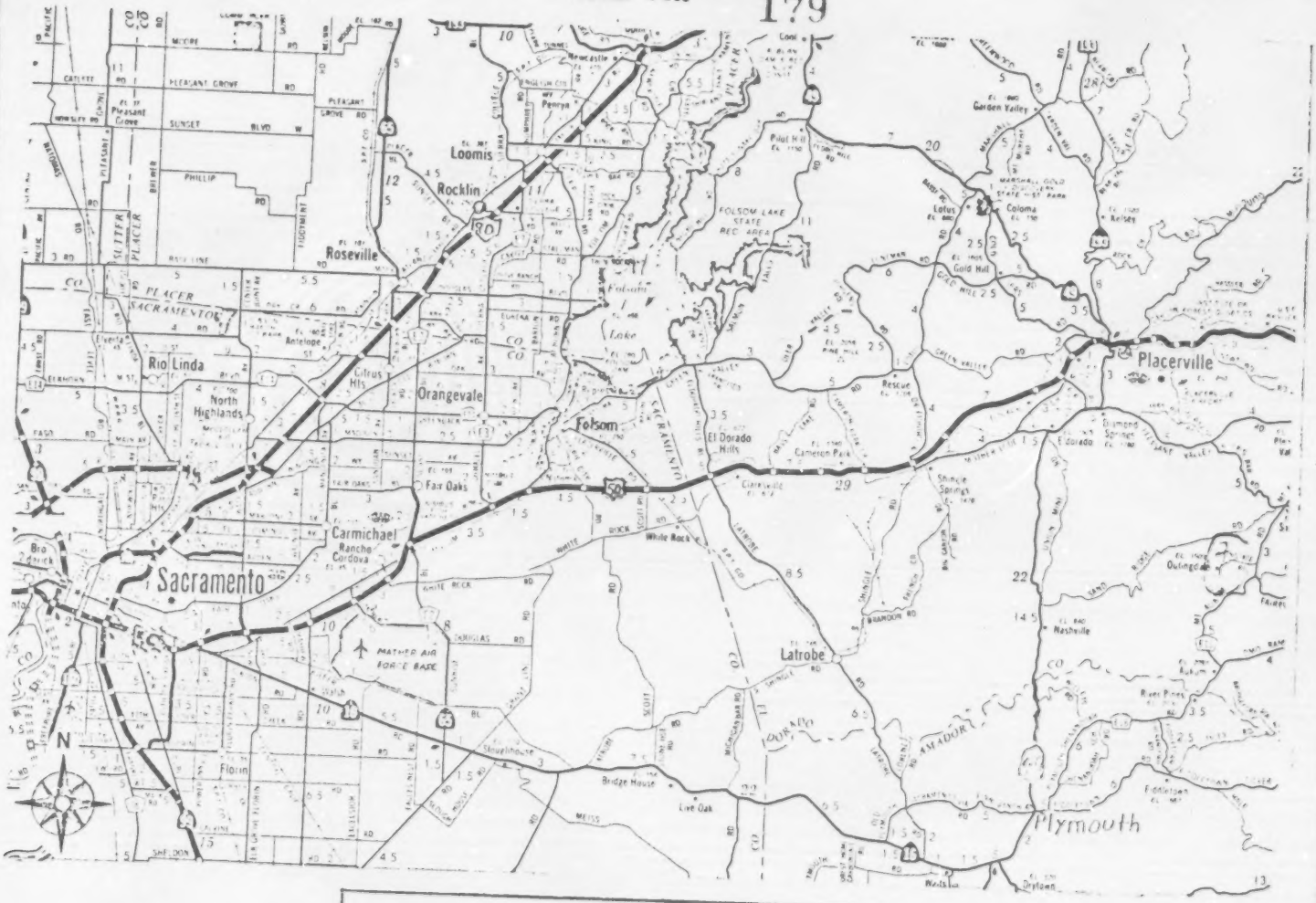
(A) Students are probably required to watch scientific programs during the winter months.

(B) Scientific programs are watched less than other programs.

(C) Adults watch more mystery programs during the winter months than during the summer months.

(D) Mystery and drama programs are watched the same number of hours per day.

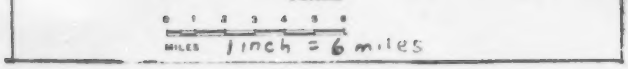
ROAD MAP



LEGEND

- FREEWAY (LIMITED ACCESS)
- EXPRESSWAY
- MAIN HIGHWAY
- OTHER PAVED ROAD
- GRAVEL ROAD
- SURFACE NOT INDICATED
- UNDER CONSTRUCTION
- FULL INTERCHANGE
- PARTIAL INTERCHANGE
- STATE CAPITOL
- COUNTY SEAT
- C.S.A.A. OFFICE
- INTERSTATE HIGHWAY NUMBER
- U.S. HIGHWAY NUMBER
- CALIFORNIA STATE HWY. NUMBER
- COUNTY ROAD NUMBER
- NEVADA STATE HWY. NUMBER
- MAIN AIRPORT
- OTHER AIRPORT
- STATE ROADSIDE REST
- HIGHWAY PATROL OFFICE
- SKI AREA
- CAMPGROUND
- BOUNDARY OF ADJACENT NAT. FORESTS
- 4 MILEAGE BETWEEN TOWNS AND JUNCTIONS
- 10 ACCUMULATED MILEAGE BETWEEN POINTS INDICATED THUS
- O POP. EXCEEDS 1000
- ■ POP. BELOW 1000
- TOURIST ATTRACTIONS, FACILITIES

POP. BASED ON VARIOUS OFFICIAL ESTIMATES



(22) Based on information presented on the map above, which one of the following statements is correct?

A. Placerville is west of Folsom Lake.
B. Highway 49 between Plymouth and Eldorado is under construction.
C. Highway 50 between Sacramento and Placerville is considered a county road.
D. A county seat is located in Placerville.

(23) Based on information presented on the map above, which one of the following statements is correct?

A. The population of Rocklin is greater than 1000.
B. The only transportation route between Sacramento and Rocklin is Highway 80.
C. Folsom Lake is due north of Sacramento.
D. It is approximately six miles from Mather Air Force Base to the city of Folsom.

United States Army

Source: Department of the Army

ARMY MILITARY PERSONNEL ON ACTIVE DUTY a

June 30 (b)	Total strength	Commissioned officers			Warrant officers		Enlisted personnel		
		Total	Male	Female (c)	Male (d)	Female	Total	Male	Female
1930	138,452	13,082	12,255	807	1,089	.....	124,301	124,301	.....
1935	138,589	12,646	12,043	603	825	.....	125,098	125,098	.....
1940	267,767	17,563	16,624	939	763	.....	249,441	249,441	.....
1942	3,074,184	203,137	190,662	12,475	3,255	.....	2,867,762	2,867,762	.....
1943	6,993,102	557,657	521,435	36,222	21,919	0	6,413,526	6,358,200	55,326
1944	7,992,868	740,077	692,351	47,726	38,993	10	7,215,898	7,144,601	71,287
1945	8,266,373	835,403	772,511	62,992	56,216	44	7,374,710	7,283,930	90,780
1946	1,689,690	257,300	240,843	16,657	9,826	18	1,622,546	1,605,847	16,699
1950	591,487	67,784	63,375	4,409	4,760	22	518,921	512,370	6,551
1955	1,107,606	111,247	106,173	5,174	10,552	48	985,659	977,943	7,716
1956	1,024,075	107,273	102,441	4,832	11,047	44	905,711	897,941	7,770
1957	990,243	100,051	95,520	4,531	11,093	43	885,056	877,900	7,156
1958	897,224	93,597	89,246	4,351	11,060	39	792,508	785,434	7,074
1959	860,148	91,048	86,756	4,292	10,603	39	758,458	750,621	7,837
1960	871,348	91,056	86,832	4,224	10,141	39	770,112	761,833	8,279
1961	858,853	90,066	85,853	4,213	9,817	38	758,932	748,372	8,560
1962	1,064,847	105,225	100,920	4,305	10,777	45	948,597	939,876	8,721
1963	974,070	98,622	94,810	3,812	9,640	40	865,768	857,476	8,292
1964	971,384	100,640	96,905	3,735	10,193	37	860,514	852,556	7,958
1965	967,049	101,812	98,029	3,783	10,285	23	854,924	846,409	8,520
1966	1,197,483	106,468	102,347	4,121	11,296	22	1,079,682	1,070,503	9,179
1967	1,440,120	127,400	122,700	4,700	16,090	34	1,296,600	1,286,900	9,709
1968	1,567,408	145,968	139,680	6,308	20,158	27	1,401,727	1,391,016	10,711
1969	1,534,200	147,338	141,899	5,439	27,930	30	1,359,562	1,347,162	12,400

(a)Represents strength of the active Army, including Philippine Scouts, retired Regular Army personnel on extended active duty, and National Guard and Reserve personnel on extended active duty; excludes U. S. Military Academy cadets, contract surgeons, and National Guard and Reserve personnel not on extended active duty.

(b)Data for 1930 to 1947 include personnel in the Army Air Forces and its predecessors (Air Service and Air Corps).

(c)Includes: Women Doctors, Dentists and Medical Service Corps Officers for 1946 and subsequent years. Women in the Army Nurse Corps for all years, and the Women's Army Corps and Women's Medical Specialists Corps (dieticians, physical therapists and occupational specialists) for 1943 and subsequent years.

(d)Includes Army field clerks and field clerks, Quartermaster Corps as follows: 1925, 377. Act of Congress approved April 27, 1928, directed the appointment as warrant officers, of field clerks still in active service. Includes Flight Officers as follows: 1943, 5,700, 1944, 13,615, 1945, 31,117, 1946, 2,580.

(24) Based on the information presented in the table above, which one of the following statements is correct?

A. In 1969, there were more female enlisted personnel than male Warrant officers.

B. Female enlisted personnel has shown a steady increase in number since 1943.

C. There were no female commissioned officers before 1943.

D. Between 1955 and 1969, the year having the lowest total number of army military personnel on active duty was 1961.

(25) Based on the information presented in the table above, which one the following statements is correct?

A. This table presents information regarding the total number of U.S. military personnel from 1930 to 1969.

B. The National Guard is always considered part of the active Army.

C. The information presented includes information on U.S. Military Academy Cadets.

D. Women doctors and dentists are included in the "Commissioned Officers" category.

DIRECTIONS: Because citizens frequently must make decisions based on various government and consumer documents, it is important that they use such documents effectively. For each of the following questions, a particular document, or a part of that document, will be presented. Use that document in order to answer the questions which follow the document. Mark the letter of your answer on your answer sheet.

THE FEDERAL TRUTH IN LENDING ACT

The Federal Truth in Lending Act contains specific rules covering what customers and creditors must do in case there are questions about monthly account statements. We at Cargo have always tried our best to answer questions and correct any error promptly and to our customers' satisfaction. You have our assurance we will continue to do this.

One of the things we as a creditor must do under this act is to send you the following notice:

IN CASE OF ERRORS OR INQUIRIES ABOUT YOUR BILL

The Federal Truth in Lending Act and the Utah Uniform Consumer Credit Code require prompt correction of billing mistakes.

1. If you want to preserve your rights under the Act, here's what to do if you think your bill is wrong or if you need more information about an item on your bill:

a. Do not write on the bill. On a separate sheet of paper write (you may telephone your inquiry but *doing so will not preserve your rights under this law*) the following:

i. Your name and account number.

ii. A description of the error and an explanation (to the extent you can explain) why you believe it is an error.

If you only need more information, explain the item you are not sure about and, if you wish, ask for evidence of the charge such as a copy of the charge slip. Do not send in your copy of a sales slip or other document unless you have a duplicate copy for your records.

iii. The dollar amount of the suspected error.

iv. Any other information (such as your address) which you think will help identify you or the reason for your complaint or inquiry.

b. Send your billing error notice to:

Cargo National Travel Card
P.O. Box 11001
Concord, CA 94524

Mail it as soon as you can, but in any case, early enough to reach Chevron within 60 days after the bill was mailed to you.

2. Cargo must acknowledge all letters pointing out possible errors within 30 days of receipt, unless we are able to correct your bill during that 30 days. Within 90 days after receiving your letter, Cargo must either correct the error or explain why we believe the bill was correct. Once we have explained the bill, there is no further obligation to you even though you still believe that there is an error, except as provided in paragraph 5 below.

3. After Cargo has been notified, neither we nor an attorney nor a collection agency may send you collection letters or take other collection action with respect to the amount in dispute. Periodic statements may be sent to you. You cannot be threatened with damage to your credit rating or sued for the amount in question, nor can the disputed amount be reported to a credit bureau or to other creditors as delinquent until we have answered your inquiry. *However, you remain obligated to pay the parts of your bill not in dispute.*

4. If it is determined that Cargo has made a mistake on your bill, you will not have to pay any finance charges on any disputed amount. If it turns out that we have not made an error, you may have to pay finance charges on the amount in dispute, and you will have to make up any required payments on the disputed amount. Unless you have agreed that your bill was correct, we must send you a written notification of what you owe; and if it is determined that we did make a mistake in billing the disputed amount, you must be given the time to pay which you normally are given to pay undisputed amounts before any more late payment finance charges on the disputed amount can be charged to you.

5. If Cargo's explanation does not satisfy you and you notify us *in writing* within 10 days after you receive the explanation that you still refuse to pay the disputed amount, Cargo may report you to credit bureaus and other creditors and may pursue regular collection procedures. But we must also report that you think you do not owe the money, and we must let you know to whom such reports were made. Once the matter has been settled between you and Cargo, we must notify those to whom we reported you as delinquent of the subsequent resolution.

6. If Cargo does not follow these rules, we are not allowed to collect the first $50 of the disputed amount and finance charges, even if the bill turns out to be correct.

7. If you have a problem with property or services purchased with a credit card, you may have the right not to pay the remaining amount due on them, if you first try in good faith to return them or give the seller a chance to correct the problem. There are two limitations on this right:

a. You must have bought them in your home state or if not within your home state within 100 miles of your current mailing address; and

b. The purchase price must have been more than $50.

However, these limitations do not apply if the seller is owned or operated by Cargo, or if Cargo mailed you the advertisement for the property or services.

(26) You have a charge account with the Cargo Oil Company. You just received your monthly bill and find you have been charged for gas and oil you didn't buy. If you want to preserve your rights under the Act, what should you do if you think your bill is wrong?

A. Ignore the bill since it is wrong.

B. Call Cargo personally and explain the problem, giving a full description of the nature of the error.

C. Pay your bill in full before notifying Cargo of the error.

D. Send a letter to Cargo explaining the problem and giving a full description of the nature of the error.

(27) Using your credit card, you purchased 4 new tires costing a total of $180 from your local Cargo station. Two months later, two of the tires developed large cracks along the edges. When you complained to the station manager, you were told nothing would be done about it. According to the Act, what can you do?

A. Notify Cargo in writing and do not pay remaining amount due on the tires until the dispute is settled.

B. Pay the finance charges only.

C. Do not pay your bill, but contact the collection agency before Cargo does.

D. Pay for the tires but don't go back to that station.

INTERNAL REVENUE SERVICE: INSTRUCTIONS FOR FILING TAX RETURN

Penalties and Interest

Avoid penalties and interest by correctly filing and paying tax when due. The law provides a penalty of from 5 percent to 25 percent of the tax for late filing unless you can show reasonable cause for the delay. If you file a return late, send a full explanation with the return. Penalties are also provided for late payment of tax unless you can show reasonable cause for the delay.

Taxes Not Paid When Due.—The penalty for failure to pay taxes when due is ½ of 1 percent of the unpaid amount for each month or part of a month it remains unpaid—up to 25 percent of the unpaid amount. The penalty applies to any unpaid tax shown on a return. It also applies to any portion of additional tax shown on a bill if it is not paid within 10 days from the date of the bill. This penalty is in addition to the applicable interest charge on late payments.

(28) Because of an unexpected illness you are six weeks late in filing your tax return. According to the Internal Revenue Service, what should you do?

A. File your tax return and include a 5% penalty charge for late filing.

B. Wait for the Internal Revenue Service to contact you.

C. File your tax return and include a letter explaining the reason for the delay.

D. Send in 25% of the unpaid amount.

WARRANTY

Filter-Free Products, Inc., warrants this new electric air purifier to be free from defect in materials and workmanship. This unit has been rigidly tested and inspected at our factory before packing.

When used in accordance with the instructions provided with the appliance, the Filter-Free air purifier should give long and useful service.

The motor is fully guaranteed for one (1) year from the date of original purchase. If motor becomes defective, return postage paid to Filter-Free Products. The Warranty Card included in the carton must be mailed to Filter-Free Products, Inc., within 10 days of original purchase for this warranty to be effective. Filter-Free Products, Inc., will have the option to repair the motor or replace the entire unit.

This Warranty is void if said Filter-Free air purifier has been subject to misuse or abuse. The manufacturer's sole responsibility under the warranty shall be limited to the above. The Warranty becomes void upon resale of appliance.

(29) The motor in your six-month old Filter-Free air purifier suddenly begins to smoke and burn. According to the warranty, what can you do?

A. Mail the warranty card to Filter-Free Products, Inc. within ten days after the motor begins to smoke.

B. Return the air purifier to Filter-Free Products, Inc., for repair or replacement.

C. Return the air purifier to the department store where it was purchased.

D. Write a letter, postage paid, to Filter-Free Products, Inc., demanding a replacement.

(30) Your six-month old Filter-Free air purifier works very well. However, your five year-old nephew hit the case with a hammer and cracked it on one side. According to the warranty, what can you do?

A. Repair it yourself, since this situation is not covered by the warranty.

B. Return the whole appliance to the manufacturer for replacement or repair.

C. Return just the plastic case to the manufacturer for replacement or repair.

D. Notify the manufacturer of the defect in materials and workmanship.

(31) After owning your Filter-Free air purifier for eight months, you sell it to a neighbor. Two months later, he tells you that the motor makes a funny noise. According to the warranty, what can you do?

A. Tell your neighbor to return the air purifier postage-paid to the manufacturer since it has been owned for less than a year.

B. As orignial owner, you are responsible for returning the air purifier to the manufacturer for replacement or repair.

C. Tell your neighbor that the warranty is good for only the original purchaser.

D. Tell your neighbor to return the air purifier to the department store where you originally purchased it.

LEASE

AND THE LESSOR AND LESSEE for themselves, their heirs, executors, administrators and assigns do hereby covenant to and with each other as follows:

1. That the aforesaid rental shall include the cost of gas for normal cooking purposes and electricity for normal lighting and usual household appliance purposes used by Lessee on said premises. PROVIDED, HOWEVER, that the Lessor shall not be liable to Lessee or to any other person for damages or injury resulting from temporary failure of the electric or gas service. Lessee agrees not to install or operate in said apartment or building, any electric air conditioning machine, washing machine, or deep freeze, nor erect any outside television aerials without first obtaining the written consent of the Lessor, which consent may be revoked by Lessor at any time.

2. The Lessor shall not be liable for failure to deliver possession of said premises at the time stipulated herein as the date of the commencement of the tenancy, nor shall such failure excuse the Lessee's obligation hereunder, except that in the event of delay on part of Lessor in delivering said premises to Lessee, the rent herein stipulated to be paid by Lessee shall be abated for the period from the date of the commencement specified in this agreement to the date possession is tendered to Lessee.

3. The Lessor hereby covenants and agrees with the Lessee to furnish without additional cost, hot and cold water to all fixtures provided for the same, heat at all proper seasons of the year t. radiators where installed, electric light bulbs and electric fuses at the time when Lessee takes possession but not thereafter. If Lessor shall furnish Venetian Blinds, same are to remain the property of Lessor.

The Lessor has installed an electric refrigerator and gas range in the demised premises, and under no condition shall said equipment be removed from said premises. The use by Lessee of his own or any other such equipment in said premises is hereby expressly prohibited unless the written consent of the Lessor is first obtained.

4. And the said Lessee agrees that he will not use said premises or any part thereof for any disorderly, improper, objectionable or unlawful purpose, or for any other purpose than as a private dwelling as aforesaid; that he will not transfer or assign this agreement or sublet or transfer possession of said premises or any part thereof, to any person or persons without the written consent of Lessor first had and obtained, and only then under condtions as set forth by the Lessor; and he will not permit any additional persons to occupy the apartment without written permission of Lessor; that he will not place any signs or other advertising matter upon the doors, windows or walls of said demised premises or said building; and said Lessee agrees that if said Lessor shall deem the tenancy of said Lessee undesirable by reason of conduct or actions of the persons aforesaid, or any of them, causing annoyance or disturbance to other tenants in said building or adjoining buildings, then said Lessor reserves the right to terminate this agreement by giving Lessee personally, or by leaving at the demised apartment, a five days' written notice to quit and vacate said demised premises and may take possession thereof without legal process or may avail itself of any remedy provided by law for the restitution of possession.

5. The pool is reserved for the exclusive use by tenants of Lessor and shall not be used by guests of tenants without express prior permission from the Lessor.

(32) The refrigerator that came with your apartment is not large enough to hold a week's supply of food for your family. You would like a bigger refrigerator. According to your lease, what can you do?

A. Return old refrigerator to the landlord and install a new one at your own expense.

B. Install your new refrigerator but leave old one in the apartment.

C. Get permission from the landlord before changing refrigerators.

D. Demand a larger refrigerator since the Lessor is responsible for your comfort.

(33) The apartment house you live in has a pool. You want to invite several of your friends over for a swimming party. According to the lease, what should you do?

A. Put a clearly printed sign next to the pool stating the exact date and time of your party.

B. Obtain landlord's permission to have a swimming party before inviting your friends.

C. Call the landlord as soon as your swimming party begins.

D. Have your swimming party when you wish since the lease places no restrictions on such actions.

THE CALIFORNIA DRIVER'S HANDBOOK

On narrow mountain roads, drive as far to the right as possible. Sound your horn on curves where you cannot see at least 200 feet (61 m) ahead unless you are driving completely to the right of the center of the roadway. (V.C. Sec. 21662.)

When two cars meet on a steep road where neither can pass, the vehicle facing downhill must back up until the vehicle going uphill can pass. (V.C. Sec. 21661.)

Never coast downhill with the shift lever on your car in "neutral." (V.C. Sec. 21710.)

On curves, centrifugal force exerts tremendous outward pull on your car. Watch out for it, especially where grip on the roadway may be reduced, as on loose gravel.

CONTROLLING YOUR CAR IN AN EMERGENCY

(1) If a tire blows out: do *not* slam on the brakes! Keep a firm grip on the steering wheel, steer straight ahead, and slow gradually to a stop.

(2) If you get into a rear wheel skid: do *not* brake suddenly! If your car's rear end skids right, steer right, and if it skids left, steer left. As the car begins to straighten out, straighten the front wheels also.

(3) If your right wheels get off the pavement edge: do *not* try to pull sharply back onto the pavement! Steer straight ahead, slowing gradually until you can pull safely back onto the road.

(4) If a car approaches on the wrong side of the road: the driver may be asleep, drowsy, inattentive, ill, or drunk. Warn him with your horn and pull to the right as far as possible—even into a ditch or field if necessary.

(34) While driving on the highway, your right wheels somehow get off the pavement edge and onto the soft shoulder of the road. According to the driver's handbook, what should you do?

A. Steer your car sharply to the left.

B. Steer straight ahead and gradually slow down.

C. Push down hard on your brakes.

D. Steer your car sharply to the right and gradually slow down.

(35) You are driving downhill on a steep and narrow mountain road when you meet a car going uphill. The road is too narrow to let you pass. According to the driver's handbook, what should you do?

A. Wait until the other car turns around and goes back.

B. Don't move until the Highway Patrol arrives.

C. Request the driver of the other car to back up.

D. Back up until the other car can pass.

TEST # 5 - FORMS AND APPLICATIONS

FORM B

DIRECTIONS: Because individuals are frequently required to fill out various forms (e.g., job application forms, applications for a driver's license, medical insurance claim forms, etc.), it is important that they understand and follow the instructions provided on the forms. For each of the questions below, a particular form, or a part of that form, will be presented. Carefully read the instructions on that form and answer the questions which follow. Mark the letter of your answer on your answer sheet.

APPLICATION FOR EMPLOYMENT

WORK EXPERIENCE - Section B

HAVE YOU WORKED UNDER ANOTHER NAME DURING THE LAST 10 YEARS? ☐ YES ☐ NO IF YES, STATE NAME:

POSITIONS HELD DURING LAST TEN YEARS – INCLUDE U.S. MILITARY SERVICE (VOLUNTEER EXPERIENCE MAY ALSO BE LISTED)

LAST OR PRESENT POSITION

FIRM NAME | PERIOD OF SERVICE (MONTH & YEAR) FROM: TO:

STREET ADDRESS | MONTHLY EARNINGS BEGINNING $ END $

CITY | STATE | ZIP CODE | NAME OF IMMEDIATE SUPERVISOR | TELEPHONE (INCLUDE AREA CODE) ( )

JOB TITLE AND WORK PERFORMED

REASON FOR LEAVING

NEXT PRIOR POSITION

FIRM NAME | PERIOD OF SERVICE (MONTH & YEAR) FROM: TO

STREET ADDRESS | MONTHLY EARNINGS BEGINNING $ END $

CITY | STATE | ZIP CODE | NAME OF IMMEDIATE SUPERVISOR | TELEPHONE (INCLUDE AREA CODE) ( )

JOB TITLE AND WORK PERFORMED

REASON FOR LEAVING

NEXT PRIOR POSITION

FIRM NAME			PERIOD OF SERVICE (MONTH & YEAR) FROM: TO:
STREET ADDRESS			MONTHLY EARNINGS BEGINNING $ END $
CITY	STATE	ZIP CODE	NAME OF IMMEDIATE SUPERVISOR / TELEPHONE (INCLUDE AREA CODE) ( )
JOB TITLE AND WORK PERFORMED			
REASON FOR LEAVING			

NEXT PRIOR POSITION

FIRM NAME			PERIOD OF SERVICE (MONTH & YEAR) FROM: TO:
STREET ADDRESS			MONTHLY EARNINGS BEGINNING $ END $
CITY	STATE	ZIP CODE	NAME OF IMMEDIATE SUPERVISOR / TELEPHONE (INCLUDE AREA CODE) ( )
JOB TITLE AND WORK PERFORMED			
REASON FOR LEAVING			

(36) According to Section B on the application for employment, how should you list the positions you have held?

A. Start with the first job you ever had.

B. Start with the first position you held beginning ten years ago.

C. Start with the last position you held.

D. Start with military or volunteer service no matter when you did it.

(37) According to Section B on the application for employment, for which of the following are you required to give information?

A. Your duties on each position held.

B. **Your annual earnings.**

C. The name and home address of the owner of the company.

D. Your occupational activities prior to ten years ago.

MEDICAL CLAIM FORM

Attach itemized bills and send this form to:

MID-WESTERN AIRLINES
P. O. BOX 221
WORLDWAY POSTAL CENTER
LOS ANGELES, CALIFORNIA 90009

POLICY NO. G 917

HOPKINS GENERAL INSURANCE COMPANY

MEDICAL CLAIM FORM

TO BE COMPLETED BY EMPLOYEE IN FULL

1 ☐ Mr. ☐ Miss. ☐ Mrs. Employee's Name, (please print) | Single ☐ Married ☐ Divorced ☐ Widowed ☐ | Birth Date: | Spouse's name?
If married - Is spouse employed ☐ Yes ☐ No

2 Home Address
No. Street
City State
If spouse employed, give name and address of employer.

3 IF CLAIM FOR DEPENDENT COMPLETE THIS SECTION →
Name of Insured Dependent | Relationship: ☐ Spouse ☐ Son ☐ Daughter | Birth Date
Marital Status: ☐ Single ☐ Married ☐ Legally Separated ☐ Divorced
If child over 19 years old, is (s)he a full time student? ☐ Yes ☐ No Name of School:
Is this dependent employed? ☐ Yes ☐ No. If "Yes", give employer's name and address.

4 Names and addresses of any physicians who have treated this patient during the past 12 months:

5 Is Medical Expense due to accident? ☐ Yes ☐ No. If yes, WHEN? 19 A.M. P.M.
WHERE?
HOW?

6 NOTE: THIS SECTION MUST BE COMPLETED IN DETAIL →
Is this patient covered by any other insurance or medical care plan? ☐ YES ☐ NO
(1) Name and address of other insurance or medical plan company _____
Group Policy No. _____ Certificate No. _____
(2) This insurance coverage was obtained thru (check one):
☐ OTHER EMPLOYER ☐ DIRECT FROM AN INSURANCE CO. ☐ OTHER
☐ SCHOOL ☐ CLUB
☐ UNION OR ASSOCIATION ☐ MILITARY SERVICE
Name and address of item checked above _____

(38) According to the instructions on the medical claim form, what must you do if you are the policy holder and you are filing a claim for your spouse?

A. Tell your spouse to complete and sign the form.

B. Request a different form.

C. Complete all numbered sections, especially section 3.

D. Complete all numbered sections, except section 3.

(39) According to the instructions on the medical claim form, what should you do with medical bill related to this claim?

A. Keep medical bills handy in case they are needed to verify the claim.

B. Send medical bills together with this form to **Mid-Western Airlines.**

C. Submit medical bills to your physician; send medical claim form to **Mid-Western Airlines.**

D. Submit medical bills and this medical claim form to any other insurance company with which you have coverage.

APPLICATION FOR A SOCIAL SECURITY NUMBER

Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1, 2 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING

☆ U.S. GPO: 1977-0-211-080 7

ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial - if none, draw line ——) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES → (If "Yes," Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

Office, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

(40) According to the instructions on the Application for a Social Security Number, what should you do if mail under your name is not normally received at the address you show in space #11?

A. Include your Route and Box number.

B. Use an "in care of" address.

C. Include your P.O. Box number.

D. Do not include an address.

(41) According to the instructions on the Application for a Social Security Number, what should you do if you applied for a Social Security Number before but never received your card?

A. Request a different form.

B. Disregard the question.

C. Enter your social security number in Section #10 of the form.

D. Check "yes" in Section #10 of the form and give name of state in which you applied and the date of application.

APPLICATION – MEDICAL ASSISTANCE

PLEASE PRINT OR TYPE. If you would like help in completing the form, you may either call or come in person to the office shown below. A staff member will be glad to help. YOU WILL BE NOTIFIED PROMPTLY ABOUT YOUR ELIGIBILITY FOR MEDICAL ASSISTANCE.

PLEASE FILL IN ALL ITEMS, SIGN AND TAKE OR MAIL TO:

207 Spring Street
Los Angeles, California

LEAVE BLANK	
RECORD NUMBER	
RECORD NAME	
COUNTY-DISTRICT	DATE APPL. REC'D

A. I AM APPLYING FOR MEDICAL ASSISTANCE FOR THE PERSONS LISTED BELOW.

	NAME (Last, first, middle)	Relationship to Head of Family	BIRTH DATE Month-Day-Year	SOC. SEC. NO. or MEDICARE I.D. NO.	LEAVE BLANK Category Symbol
HEAD OF FAMILY					
FAMILY MEMBERS					
Do not include anyone not living with the family.					

FAMILY'S ADDRESS (STREET ADDRESS, APT. NO., CITY OR TOWN, ZIP CODE)

TELEPHONE NO.

ANSWER ALL QUESTIONS FOR ALL THE PERSONS LISTED ABOVE

B. DOES ANYONE HAVE ANY PHYSICAL OR MENTAL DISABILITIES WHICH HAVE PREVENTED HIM/HER FROM WORKING DURING THE PAST TWELVE MONTHS OR WILL PREVENT HIM/HER FROM WORKING IN THE NEXT TWELVE MONTHS? ☐ YES ☐ NO

If answer is "Yes"—enter	FIRST NAME	DESCRIBE DISABILITY	DATE STARTED

C. DOES ANYONE RECEIVE SOCIAL SECURITY DISABILITY BENEFITS? ☐ YES ☐ NO

If answer is "yes"—enter

NAME	AMOUNT RECEIVED	DATE STARTED

(42) According to the instructions in Section A of the application for medical assistance, which one of the following people could you include in the list?

A. A close friend living with the family for over 6 months.
B. Your cousin living with the family.
C. Your sister who just got married and is living next door.
D. Your grandparents who live on the next block.

(43) According to the above application, you must give information on which of the following?

A. The occupational income of family members.
B. Disabling conditions of family members.
C. Your yearly income.
D. **The date you wish disability benefits to begin.**

TEST #5 - FORMS AND APPLICATIONS

NOTICE OF SALE OR TRANSFER OF A VEHICLE

IMPORTANT NOTICE

YOU ARE REQUIRED BY LAW TO REPORT THE SALE OR TRANSFER OF ANY VEHICLE REGISTERED IN YOUR NAME. THE REPORT IS TO BE MADE TO THE DEPARTMENT OF MOTOR VEHICLES IMMEDIATELY AFTER SALE OR TRANSFER. FOR REPORTING PURPOSES, YOU MAY USE THE REVERSE SIDE OF THIS NOTICE.

To protect yourself from possible liability resulting from the operation of the vehicle by the purchaser, immediately notify the Department of Motor Vehicles when you sell or transfer a vehicle. Such notice will also assist in preventing your being charged with traffic violations that may be incurred by the party to whom you sold or transferred the vehicle.

INSTRUCTIONS FOR COMPLETING THIS FORM

1. Enter your license number in the upper right corner of form. 2. Enter vehicle identification number and make of vehicle. 3. Enter odometer reading at time of sale. 4. Enter date you sold or transferred the described vehicle. 5. Print buyer's name and complete address. 6. Write your signature on seller's signature line. 7. Enter your complete address after your signature. 8. Mail completed notice to: Department of Motor Vehicles, P.O. Box 1319, Sacramento, CA 95806.

NOTICE OF SALE OR TRANSFER OF A VEHICLE

VEHICLE IDENTIFICATION NO. _____ LICENSE PLATE NUMBER _____

MAKE OF VEHICLE _____

Dept. of Motor Vehicles
P. O. Box 1319
Sacramento, CA 95806

Upon transfer, or sale, seller must enter odometer reading here. →

							/
THOUSANDS			HUNDREDS			TENTHS	

This is to report that on _____ (MONTH) _____ (DAY), 19____

I, as owner of the vehicle described above, sold or transferred my interest in and delivered possession of said vehicle to:

BUYER'S NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

SELLER'S SIGNATURE _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

REG. 138 (REV. 1-74)

(44) According to the Notice of Sale or Transfer of a Vehicle, when should you send this form to the Department of Motor Vehicles?

A. Immediately after you purchase a new or used vehicle.

B. Immediately after you sell or transfer a vehicle that is registered in your name.

C. Immediately before selling or transfering a vehicle that is registered in your name.

D. As soon as you receive your new license plates.

(45) According to the instructions on the above form, what date should you write on the form?

A. The date you purchased the car.

B. The approximate date you think the car will be sold.

C. The date on which your car insurance expires.

D. The date you actually sold the car.

DIRECTIONS: Most advertisements ask you to buy something. Some advertisements are straightforward, that is, they don't try to influence your thinking by using a gimmick. Some advertisers, however, use certain techniques to persuade you to buy their product. Read the description of each of the propaganda techniques below. Then read the advertisements which follow. For each ad, decide if the advertiser uses a straightforward approach or a particular propaganda technique. Mark the letter of your choice on your answer sheet.

.....

PROPAGANDA TECHNIQUES

TESTIMONIAL: In this approach, the advertiser has some well-known person or an expert endorse the product. Sometimes, the simple words of the average person are used. The advertiser wants the public to react in the same way the person in the ad does.

BANDWAGON: This is a follow-the-crowd approach; "team with the winner".

PLAIN FOLKS: In this technique, the advertiser portrays himself as one of the "people" in order to gain acceptance and favor.

TRANSFER: This approach involves associating the product with someone or something respected, admired, or desired.

NAME CALLING: In this approach, the advertiser tries to get the reader to react by using words with unpleasant connotations (meanings).

GLITTERING GENERALITY: In this approach, the advertiser makes broad, general claims with no attempt at accuracy in order to put the product in the best possible light.

SPECIAL OFFER: These ads offer a money-saving coupon, free prize, or some other "bonus" for buying or trying the advertised product.

"TASTEGREAT IS SMOOTHER AND CREAMIER.
MY BABIES JUST LOVE IT."

MOTHER OF THE QUINT QUINTUPLETS,
MRS. MARY QUINT, USES ONLY
TASTEGREAT BABY CEREAL FOR HER
FIVE HEALTHY BABIES.

(A) BANDWAGON
(B) TESTIMONIAL
(C) PLAIN FOLKS
(D) NAME CALLING
(E) STRAIGHTFORWARD AD

(47)

SPARKLE DETERGENT WASHES YOUR CLOTHES
CLEANER, BRIGHTER, FRESHER
GET MORE FOR YOUR MONEY...BUY SPARKLE
AND MAKE ALL YOUR CLOTHES
SPARKLING CLEAN!

(A) BANDWAGON
(B) PLAIN FOLKS
(C) NAME CALLING
(D) GLITTERING GENERALITY
(E) STRAIGHTFORWARD AD

(48)

NOTHING TO BUY! JUST TAKE A DEMONSTRATION RIDE IN THE NEW EDSEL AND YOU COULD WIN A TRIP TO MEXICO OR ONE OF 1000 PRIZES. OFFER EXPIRES IN 30 DAYS, SO COME IN NOW...
TAKE A DEMONSTRATION RIDE AND REGISTER TO WIN.

(A) SPECIAL OFFER
(B) TESTIMONIAL
(C) BANDWAGON
(D) GLITTERING GENERALIZATION
(E) STRAIGHTFORWARD AD

(49)

STEP UP TO ELEGANCE! STEP UP TO PRESTIGE! STEP UP TO CLASS!
DRIVE THE NEW MONTEGO BAY CONVERTIBLE...ELEGANT AND LUXURIOUS!
YOU'LL NOTICE THE DIFFERENCE...AND SO WILL THEY!
COME IN AND TEST DRIVE IT TODAY!

(A) BANDWAGON
(B) TRANSFER
(C) NAME CALLING
(D) TESTIMONIAL
(E) STRAIGHTFORWARD AD

(50)

The on-the-go generation takes the quick and enjoyable way to travel to the East Coast, to Europe, or to just about any other place they wish to go. They relax and enjoy their cross-country trip aboard U.S. Continental Airlines.

COME FLY WITH US...MILLIONS ALREADY HAVE! JOIN THEM.

(A) SPECIAL OFFER
(B) GLITTERING GENERALIZATION
(C) BANDWAGON
(D) TESTIMONIAL
(E) STRAIGHTFORWARD AD

(51) 204

ALBERT'S MENSWEAR

100% WOOL 3 PIECE SUITS

Sizes 36 to 44 - Short, Medium and Tall
(Browns, Blacks, and Grays only)

OPEN WEEK NIGHTS TILL 9 p.m.
WEEKENDS TILL 6 p.m.

(A) BANDWAGON
(B) SPECIAL OFFER
(C) NAME CALLING
(D) PLAIN FOLKS
(E) STRAIGHTFORWARD AD

(52)

THE DIFFERENCE AT POST SAVINGS AND LOAN IS "PEOPLE"

Our folks get to know you.
They CARE.

An account is MORE than JUST dollars and cents with us! It's more than feeding a computer! It's People!

COME IN TO POST SAVINGS AND LOAN
WE'D LIKE TO GET TO KNOW YOU.

(A) PLAIN FOLKS
(B) SPECIAL OFFER
(C) NAME CALLING
(D) GLITTERING GENERALITY
(E) STRAIGHTFORWARD AD

(53)

FREE
Order your 40-HIT TUNES for $8.95 today and we'll include
FREE 10 COUNTRY-WESTERN tunes PLUS 10 GOLDEN-OLDIES.
DON'T MISS THIS FANTASTIC OPPORTUNITY...ORDER NOW!
...IN A GREAT COLLECTION ON 5 STEREO ALBUMS OR 3 EXTRA
DOUBLE LENGTH 8-TRACK TAPES OR CASSETTES!!!

(A) TRANSFER
(B) BANDWAGON
(C) SPECIAL OFFER
(D) PLAIN FOLKS
(E) STRAIGHTFORWARD AD

(54) 206

TV TALKBACK

YOU CAN'T GO WITHOUT READING THIS WEEK'S T V TALKBACK! Everyone will be reading about this season's smash shows. Don't be the ONLY ONE to miss this special issue!!

(A) SPECIAL OFFER
(B) PLAIN FOLKS
(C) BANDWAGON
(D) NAME CALLING
(E) STRAIGHTFORWARD AD

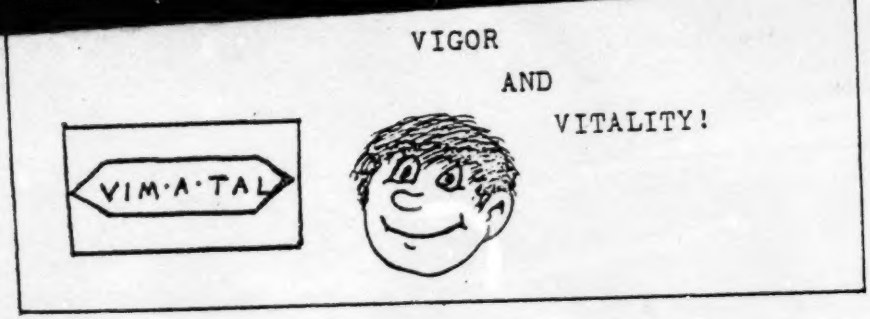
(55)

ARE YOU TIRED? RUNDOWN? ALWAYS THE FIRST ONE TO LEAVE THE PARTY?

DON'T BE A PARTY POOPER!!

INSTEAD, TAKE VIMATAL EVERY DAY

A DAILY DOSE OF VIMATAL WILL



(A) PLAIN FOLKS
(B) NAME CALLING
(C) TESTIMONIAL
(D) TRANSFER
(E) STRAIGHTFORWARD AD

DIRECTIONS: The person in each situation below needs to find a certain kind of information. For each situation, decide which one of the sources listed would be most helpful in providing that information. Mark the letter of your answer on your answer sheet.

(56) John is getting married and is looking for an apartment to rent. In which section of the newspaper should he look?

(A) Real Estate
(B) Classified
(C) Vitals
(D) Financial
(E) None of the above

(57) Jerry wants to know how tall the tallest man in the world is. Where should he look to find this information?

(A) World Book Encyclopedia
(B) Guiness Book of World Records
(C) Popular Medical Encyclopedia
(D) Famous First Facts
(E) None of the above

(58) Mrs. Mitchell wants to know the author's reason for writing a particular book. Where in the book should she look to find this information?

(A) Appendix
(B) Glossary
(C) Preface
(D) Bibliography
(E) None of the Above

(59) Chris wrote a letter to his local newspaper stating his views on a particular issue. He is wondering if his letter to the editor was published. In which section of the paper would you expect to find Chris' letter, if it were printed?

(A) Financial
(B) Astrology
(C) Classified
(D) Editorials/Commentary
(E) None of the above

(60) Tim wants to look at climate maps of several large countries. Which of the following sources would be most helpful?

(A) Roget's Thesaurus
(B) Standard Dictionary
(C) World Almanac
(D) World Atlas
(E) None of the above

(61) While reading a book on astronomy, Keith came across a word he didn't know. Where in his book should he look to find the meaning of the word?

(A) Appendix
(B) Glossary
(C) Table of Contents
(D) Bibliography
(E) None of the Above

(62) Marge wants to find as many magazine articles as possible about women in sports. Where should she look?

(A) Twentieth Century Authors
(B) Current Biography
(C) Reader's Guide to Periodic Literature
(D) World Book Encyclopedia
(E) None of the Above

(63) Joel is interested in investing some money in the stockmarket. Which section of the newspaper provides information about stock market transactions?

(A) Editorial
(B) Classified
(C) Financial
(D) Astrology
(E) None of the Above

(64) Mr. Smith asked his class to tell him who said "A penny earned is a penny saved." Where should his students look to find this information?

(A) Roget's Thesaurus
(B) Dictionary of American Biography
(C) World Book Encyclopedia
(D) Bartlett's Familiar Quotations
(E) None of the Above

(65) Janet would like to know which grows faster, toenails or fingernails. Where should she look to find this information?

(A) Gazetteer
(B) Guiness Book of World Records
(C) Famous First Facts
(D) Popular Medical Encyclopedia
(E) None of the Above

APPENDIX C

ANSWER KEY

ANSWER KEY

FORM A

1.	C	23.	C	45.	B
2.	D	24.	D	46.	D
3.	B	25.	C	47.	E
4.	D	26.	D	48.	B
5.	A	27.	A	49.	C
6.	C	28.	A	50.	D
7.	C	29.	B	51.	A
8.	B	30.	B	52.	C
9.	B	31.	C	53.	D
10.	D	32.	B	54.	B
11.	A	33.	B	55.	D
12.	D	34.	A	56.	D
13.	B	35.	C	57.	A
14.	C	36.	C	58.	C
15.	A	37.	C	59.	C
16.	C	38.	D	60.	B
17.	B	39.	C	61.	C
18.	D	40.	A	62.	A
19.	A	41.	D	63.	B
20.	B	42.	A	64.	D
21.	C	43.	B	65.	B
22.	D	44.	C		

ANSWER KEY

FORM B

1.	D	23.	A	45.	D
2.	B	24.	D	46.	B
3.	B	25.	D	47.	D
4.	A	26.	D	48.	A
5.	B	27.	A	49.	B
6.	D	28.	C	50.	C
7.	C	29.	B	51.	E
8.	B	30.	A	52.	A
9.	B	31.	C	53.	C
10.	B	32.	C	54.	C
11.	C	33.	B	55.	B
12.	D	34.	B	56.	B
13.	A	35.	D	57.	B
14.	C	36.	C	58.	C
15.	C	37.	A	59.	D
16.	D	38.	C	60.	D
17.	C	39.	B	61.	B
18.	D	40.	B	62.	C
19.	B	41.	D	63.	C
20.	C	42.	B	64.	D
21.	B	43.	B	65.	D
22.	D	44.	B		